

Franklin High School

Registration Guide 2018-2019



Celebrating 106 Years
1912 to 2018
"We are Seattle – Past, Present, and Future"

FRANKLIN HIGH SCHOOL REGISTRATION HANDBOOK

A Comprehensive Guide for Students and their Families

Planning for High School and Beyond

To our students and families:

This handbook is meant to help you in the continuing journey of becoming a curious and confident learner during your high school years and beyond! It is our hope, that from your first day of ninth grade through your graduation from high school, you make the informed decision to challenge yourself with a rigorous course load and aim for continued formal education beyond high school! High school graduation **and a successful post-high school educational experience** is the goal for **each and every** FHS scholar!

As a high school student the prospect of making plans for the years after graduation appears complex and exhilarating, unsettling in its uncertainties, and yet exciting and transforming in the promise of independence and adulthood. In the end, whether or not you intend to go on to a two or four-year college immediately, delay college entrance for a year, or choose an alternative educational experience to college, challenging yourself from the ninth grade through your senior year will serve you in your personal, academic, and career goals beyond high school.

In this handbook, you will be introduced to the Washington State, Seattle School District, and Franklin High School policies, guidelines, and requirements for high school graduation: 2018-19, 2019-20, 2020-21 and 2021-22. Within the graduation requirements set by the Washington State legislature, you will find an emphasis upon meeting proficiency standards, completing a culminating project requiring a research, writing, and presentation piece, completion of a "High School Plus" plan (outlining goals for your high school years and the first year after graduation), and completing at least 60 Learning Service hours. The Seattle School District has amended the high school graduation credit distribution requirements and has refined the skill-based proficiencies to comply with new Washington State guidelines.

In the sections covering planning and registration, you will find course and program descriptions in each of the core and elective subject areas offered to FHS students. Detailed information is provided regarding courses that fulfill graduation requirements and those that may be used as exceptions or waivers for some of the specific requirements. In addition, a list and descriptions of our non-departmental support services are included.

Remember, each of you has the potential to do and be anything you desire. Your success depends on your effort and your personal discipline to stay focused on your school work in every class, and every day. We look forward to taking this journey through high school with you!

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Our Mission

To graduate students who have achieved academic excellence and who look forward to sharing their expertise, understanding, and compassion to create an increasingly peaceful and productive society.

Our Franklin Tradition and Philosophy

Franklin's first graduating class walked across the stage in 1912, 106 years ago! This year we are celebrating 106 years of graduates who have made amazing contributions to the city, state and world! We have produced professional musicians, athletes, authors, governors, doctors, lawyers, inventors, scientists, humanitarians, authors, writers, parents, and so much more. We believe that Franklin's doors have been opened to everyone and that no matter who you are, where you came from, or what you believe in, all dreams are possible once you join the Franklin community. We believe that creativity, community service, self-discipline, self-pride, and self-expression are every bit as important as intellectual development. We believe that all students are capable of very powerful learning and productivity. To that end, we offer a broad range of courses that help prepare all students for college and the world of work.

Franklin believes that in order for students to best develop their skills and talents, personalization is key! That is, working with small groups of students and teams of teachers allows students and teachers to know one another much more deeply thusly allowing us to support each other in our skill and talent development. Our academy structure is one of the **KEYS** to Franklin personalization of program. Further, we believe that all students can partake in a very rigorous course of study in preparation for college and the world of work. **EFFORT**, not innate ability, is at the root of most of our success! In the following course selections, you will see that each of course of study prepares students for college and the world of work as well as helps students to further their own self-development in the areas of character and civic responsibility. Each pathway offers college level courses and many opportunities for students to earn college credit while in high school. We have carefully developed our program to ensure there are many college preparation courses and that ALL students at Franklin have both access to them and supports to ensure success. Below is a list of college level courses at FHS. Each student at FHS will take at least one college level course while at Franklin. We encourage our students to take advantage of these courses while in high school to not only be better prepared for college and the work world , but also to help ease the cost of post-high school education by earning college credits or technical certification while in high school.

College and Career Prep Courses

Advanced Placement English Literature and Composition
Advanced Placement Human Geography (ALL Grade 10)
Advanced Placement American Government and Economics
Advanced Placement Calculus
Advanced Placement Chemistry
Advanced Placement Chinese (Mandarin) (pending demand/enrollment)
Advanced Placement Spanish
Advanced Placement Statistics
Advanced Placement Environmental Science
Advanced Placement Physics 1
Advanced Placement Computer Science
College in the High School (Language Arts)
Running Start Courses

FHS Registration Policies and General Information

Changing a Student's Schedule

Our Administration builds our master schedule each year based on student selections. Students will be required to remain in the courses they selected. Schedule changes will only be allowed for the following reasons:

- student is missing a graduation requirement;
- student is missing the prerequisite for the course;
- teacher determines the student is misplaced;
- other extenuating circumstances approved by administration and counseling.

Changes must be made before the 10th day of the semester, written on a schedule change form, and may require teacher, parent or administrator permission.

Dropping a Course

- No student may drop a course if the drop results in a hole in his/her/their schedule (periods 2, 3, 4, or 5). The principal may grant an exception to this policy in extenuating circumstances.
- Juniors and seniors who are on track to meet their graduation requirements have the option of late arrival or an early dismissal, eliminating any "holes" in their schedule.

Grade when Dropping a Class

For a student to drop a course without penalty of an "E" grade:

- The student must do so by the end of the fifth week of the term or prior to the first progress report. The time frames may be extended for extenuating circumstances upon approval by the principal or administrative designee.
- For changes requested after the first 10 days of instruction in a given semester, due to exceptional circumstances, the student must have written permission that is signed by his/her parent/guardian, the teacher, administrator, counselor, and the student before a class can be dropped. The FHS Withdrawal Form can be used for this purpose and can be requested in the Counseling Office or by an administrator. A "W" will be placed on the transcript to show that the student withdrew from a course after 10 days of instruction.

Teaching Assistants/Office Assistants

Students may be teaching or office assistants during their junior or senior year only. Juniors and seniors intending to register as an assistant would need to first check with their counselor to make sure he/she is proceeding successfully toward graduation.

- A "Teaching Assistant" earns a "P" grade and .25 credits for one (1) semester of satisfactory performance in the classroom.
- An "Office Assistant" earns a "P" grade and .5 credits for one (1) semester of satisfactory performance.
- A maximum of 2.0 credits of TA/Work Experience may count toward the general electives requirements of graduation.

Pass/No Pass Grades

In addition to the procedures outlined in Board Policy G10.00 and Board Procedure H35.04, the following are required:

- The District Pass/No Pass request form is to be signed at the start of the semester by the teacher, parent, student, and counselor to document that the counselor has advised the student of the potential impact(s) that a pass/no pass may have on college admissions. NCAA and some colleges interpret the "P" grade as the lowest possible passing mark or "D".
- The student must be aware that to earn the "P" grade in the Seattle School District, a grade of a "C" must be earned.
- Only one Pass/No Pass grade may be requested per semester and must be requested by the fifth (5th) week of the semester.
- FHS Policy states that a core course meeting *minimal* graduation requirements may **not** be taken for a Pass/No Pass grade (e.g., fourth semester of math or science). However, a core course that is above-and-beyond the minimal graduation requirement may be taken for Pass/No Pass (e.g., Chemistry, etc.).

Grade Changes

A grade can only be changed: By the teacher of record for that specific course and grade; or by the Principal if the cause was a math error or bias.

A grade change must be documented with a completed and fully signed District "Course/Grade/Credit Change" form. The teacher, counselor, data registration assistant and administrator must sign the form prior to data entry. This must be completed within five weeks after that grading period has ended.

Grade/Credit Replacements

If a student chooses grade replacement for a repeated course, the highest grade received will be counted toward the student's GPA and credits. The replacement process changes the credit code on the course history report to "R". The original grade will continue to appear on the student's transcript and academic history, but the student will not receive credit for the replaced course.

- The replacement mark must be an improvement over the original mark, and the credit earned in the replacement course must be equal to or greater than the credit previously earned in the course.

- Replacement courses may only replace the previously taken course, never courses taken at a later date or at another academic institution outside of the Seattle School District.

IF A STUDENT RETAKES A COURSE AND DOES NOT CHOOSE TO HAVE THE COURSE REPLACE A FORMER IDENTICAL COURSE, THE ADDITIONAL IDENTICAL COURSE GRADE AND CREDIT WILL BE COUNTED UNDER THE "GENERAL ELECTIVE" REQUIREMENT OF 5.0 CREDITS.

Incomplete Grades

A grade marked as "Incomplete" must be changed to a letter grade within six (6) school weeks of the following term. If no letter grade is provided, the grade will automatically become an "E".

THE PRINCIPAL HAS THE DISCRETION TO MAKE EXCEPTIONS FOR EXTENUATING CIRCUMSTANCES. THIS EXCEPTION WILL BE KEPT IN THE STUDENT'S FILE.

P.E. Waivers

Waivers can be approved for military service, medical, religious, participation in directed athletics, for economic reasons (e.g., student is working to support self or family) or for another good cause.

- No credit is earned when a PE waiver is approved.
- All PE waivers will be placed in the student's cumulative file.
- A PE Waiver form can be found in the Counseling Office.
- PE waivers submitted for sports participation must be submitted at the completion of the season during the academic year that the student participated in that sport.

Occupational Education Waivers

Occupational Education credits are credits earned as a result of a series of learning experiences designed to assist students to acquire and demonstrate competency of skills, under student learning goals three and four, and which skills are required for success in current and emerging occupations. *Programs meeting the vocational technical education program approval standards adopted by the superintendent of public instruction and are taught by a certified technical education teacher, meet this definition.*

Only .50 occupational credit requirement may be waived. For replacement, the student must provide documentation verifying that (a) the class is a state approved Career and Technical Education course; or (b) the learning experience meets all of the following criteria:

- Demonstrates the application of Essential Learning in the context of preparing for work.
- Student proficiency and record of certification attainment are on file in the District.
- Demonstrates occupational specific skills and state curriculum framework aligned with related industry skills standards, as available and validated by a local advisory committee
- The student will demonstrate knowledge of more than one career option within a chosen pathway. The teacher will provide students with information and experiences that illustrate traditional and non-traditional careers in the pathway ranging from entry to professional level.
- An educational plan with a career and employment focus is in the student portfolio evidencing work-based learning.
- The student will demonstrate employability and leadership skills.
- Record of employability and leadership skills/activities will appear in the student/records/portfolios.
- See Counseling Office for Occupational Waiver Form.

Alternative Credit Courses

Alternative Credit Courses - *Equivalency credit for alternative learning experiences, non high school courses, electronically mediated courses, work experience, and challenges (WAC 180-51-110). All alternative credit learning experiences must be pre-approved by an administrator before a student begins such a course.*

High school credits may be given for, but not limited to, the following:

- Planned learning experiences conducted away from the school under the supervision or with the approval of the school and linked to one or more of the state learning goals and related essential academic learning requirements;
- Work experience on the basis that four hundred five hours of work experience equals one credit;
- Post-secondary courses in accredited colleges and universities. In the case of courses taken under the statutory Running Start option under RCW 28A.600.300 through 28A.600.400, the district shall award high school credit pursuant to RCW 28A.230.090
- National Guard high school career training;
- Courses in accredited or approved technical colleges;

- Correspondence courses from accredited colleges and universities or schools approved by the National University Education Association or the Distance Education and Training Council;
- Electronically mediated courses (on-line or internet) meeting standards which shall be adopted by written policy by the school district, or standards adopted by the Northwest Association of Schools and Colleges, or the Distance Education and Training Council, or the Commission for International and Trans-regional accreditation;
- Other courses offered by any school or institution if specifically approved for credit by the district; and
- Credit based on competency testing, in lieu of enrollment or taking courses, may be granted by the district.
- PASS courses added by Seattle Public Schools (available under approved special circumstances).

MAKING UP A FAILED REQUIRED COURSE
IF A STUDENT FAILS A REQUIRED COURSE, HE/SHE MUST RETAKE IT AND PASS IT IN ORDER TO GRADUATE. FAILED COURSES MAY BE MADE UP IN SOME ALTERNATIVE PROGRAMS OR APPROVED ONLINE OPTIONS ALTHOUGH SOME RUNNING START COURSES CAN ALSO QUALIFY. ADMINISTRATIVE APPROVAL IS REQUIRED BEFORE REGISTERING IN ANY NON-FRANKLIN COURSES.

EXPLANATION OF FRANKLIN GRADUATION REQUIREMENTS
CLASSES OF 2019, 20, 21, AND 22** (CLASS OF 2021 AND BEYOND WILL NEED 24 CREDITS)**

Credit Requirements

Language Arts	4.0 credits (eight semesters)
Mathematics	3.0 credits (six semesters)
Science	2.0 credits (four semesters) Class of 2021 and beyond (3.0 credits)
Social Studies	3.5 credits (seven semesters)
Health	0.5 credits (one semester)
Fitness	1.5 credits (three semesters)
Occupational Ed	1.5 credits (three semesters) Class of 2021 and beyond (1.0 credit)
Fine Arts	1.0 credits (two semesters) Class of 2021 and beyond (2.0 credits)
World Language	2.0 credits (four semesters) Class of 2021 beyond
Electives	4.0 credits (eight semesters)

TOTAL	21.0 credits	Total for 2021	24.0
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Language Arts

- Students must complete 4.0 credits of language arts. Intro to Lit & Comp (LA9A/9B), World Lit & Comp (LA10A/10B), Amer. Lit & Comp (LA 11A/11B), and Language Arts 12 (LA12A/12B).

Mathematics

- Students must complete 3.0 credits of math, including Algebra 1A/B, Geometry A/B, and Algebra 2A/B, or an approved alternative math option for the 3rd year of math.

Science

- Students in classes of 2019 and 2020 must pass 2.0 credits of lab science, class of 2021 and beyond must pass 3.0 credits of lab science.

Social Studies

- Students must complete World History 1, 2, and either AP World History or AP European History, US History 11A and 11B, and American Government.
- Washington State History, taken at the high school level, can substitute for World History I for students who transfer to Franklin after the 9th grade. WA State History can be replaced with a completed state history course from outside of Washington; it can also be waived for students coming to SPS during their 11th or 12th grade year per WAC 180-51-066.

Fitness and Health

- Students must complete 1.5 credits of physical education (now known as 'Fitness'). Waivers may be granted for certain specific reasons only. These reasons and the required documentation are listed on the physical education waiver form. The State requirement to take .5 of Health in high school remains.

Occupational Education

- Students must complete 1.5 credits of occupational education from any courses in the family and consumer science education, business education, and technology education departments. See your counselor if you have any questions.

Fine Arts

- Students must complete 1.0 credit of fine arts. These classes include any visual, performing arts, and instrumental music classes.

Electives

- Students must complete 4.5 electives. Any class in a particular subject area, that exceeds the graduation requirement, is counted as an elective.

Non-Credit Requirements

- ✓ **High School & Beyond Plan** - Students will be required to develop an academic plan for the four years they will be in high school as well as a plan for their first year after high school graduation.
- ✓ **Service Learning** - Students must complete 60 hours of service learning. This work must be volunteer hours and completed outside of the school day. For students who enter the Seattle Public School District after their 9th grade year, the service learning requirement is prorated at 15 hours per year.
- ✓ **Culminating Project** - The culminating project, which requires students to research, write, and present, will replace the District's current 'research paper' requirement completed during the senior year.
- ✓ **Meet ELA, Math and Science Graduation Requirements:**
Earn a Certificate of Academic Achievement (CAA) or a Certificate of Individual Achievement (CIA) –
Students in the graduating classes of 2018 – 2021 must meet the following requirements:
 - ✚ **English/Language Arts (ELA)** – Students must pass the Smarter Balanced Common Core ELA exam, or pass a state-approved alternative assessment. These alternatives include scores on the SAT, ACT and AP tests or an approved collection of student work (Collection of Evidence). Students can first take this exam in Grade 10 and retake the exam in grades 11 and 12 (or use the approved alternatives) if the student does not receive a passing score.
 - ✚ **Math** – Starting with students in the Class of 2019, students must pass the Smarter Balanced Math test or approved alternatives. These alternatives include scores on the SAT, ACT and AP tests or an approved collection of student work (Collection of Evidence). Students take this exam in either Grade 10 or 11 depending on their math level and retake the exam in grades 11 and 12 (or use the approved alternatives) if the student does not receive a passing score. Students in the Class of 2018 or earlier can also meet standard by passing the state-designed end-of-course exams in Algebra or Geometry.
 - ✚ **Science (WCAS)**—Students in the class of 2021 and beyond are required to take and pass the Washington Comprehensive Assessment of Science, based on the Next Generation Science Standards (NGSS) or meet requirements through other state approved alternatives.

THESE REQUIREMENTS ARE SUBJECT TO CHANGE UNDER THE DIRECTION OF THE STATE OF WASHINGTON.

Franklin Graduation Requirements

(Course Checklist)

Name _____ Class of _____ Date _____

At least 21 credits (42 semester classes) must be earned in grades 9-12 to meet Franklin graduation requirements. Many of these credits must be earned in specific subjects. These credit requirements are listed below. Also listed below are the entrance requirements for most four-year colleges. Note that these entrance requirements may vary slightly depending on the college and year. Check with college admission offices for specific requirements. **For the class of 2021/beyond: 24 credits will be required for graduation.**

Language Arts (4.0 credits)

- Intro to Lit & Comp 9A Intro to Lit & Comp 9B
- World Lit & Comp 10A World Lit & Comp 10B
- Amer Lit & Comp 11A Amer Lit & Comp 11B
- Language Arts 12A* Language Arts 12B*

Social Studies (3.5 credits)

- World History I World History II
- World History III World History IV
- U.S. History 11A U.S. History 11B
- *Washington St. History American Government
- * completed in 8th grade for most students

Math (3.0 credits)

- _____ _____
- _____ _____
- _____ _____

Science (2.0 credits) Class of 2021: (3.0 credits)

- _____ _____
- _____ _____

Occupational Ed (1.5 credits) Class of 2021/beyond: (1.0)

- _____ _____
- _____

Fitness (1.5 credits)

- PE Comp. Test
- _____ _____
- _____

Fine Arts (1.0 credit) Class of 2021/beyond: (2.0 credits)

- _____
- _____

Health (.5 credit)

- _____

Electives (4.0 credits)

- _____ _____
- _____ _____
- _____ _____
- _____ _____

Other Graduation Requirements

Pass all required sections of the State Exams

- SBAC Math _____
- SBAC ELA _____
- Other _____
- High School and Beyond Plan
- Culminating Project
- 60 hours or more of community service
- # Of hours completed _____

Additional Four-year College Entrance requirements:

- Algebra 2A Algebra 2B
- Science (7th semester) Science (8th semester)
- World Language (1st sem) World Language (2nd sem.)
- World Language (3rd sem) World Language (4th sem.)

Seattle Public Schools/FHS Graduation Requirements and Credit Distribution & Four-Year Public/Private College Entrance Requirements/Recommendations

<u>Required High School Credits</u>		<u>College Requirements*</u>	
Language arts	4.0	Language Arts	4.0
Mathematics	3.0	Mathematics	3.0
Science	2.0 <i>(3.0 2021)</i>	Science	3.0
Social Studies	3.5	Social Studies	3.0
P.E. (Fitness)	1.5	P.E.	0.0
Occupational	1.5 <i>(1.0 2021)</i>	Occupational	0.0
Fine Arts	1.0 <i>(2.0 2021)</i>	Fine Arts	1.0
Health	0.5	Health	0.0
World Language	2.0 <i>(2021)</i>	Electives	0.5
Electives	4.0	World Language	2.0

***Specifics about entrance to four year colleges and universities.**

Four-year colleges prefer (and highly recommend) *“four-in-the-core”*, four years of study in Language Arts, Science, Mathematics, and Social Studies. Universities strongly recommend that World Language is taken senior year as some Colleges of Arts and Sciences (within universities) require a “third term” of language during the first two years of college. Many universities look at these choices as “rigorous” and more competitive in the admissions process.

- ✓ **English** Four full years of Language Arts are required.
- ✓ **Mathematics** The three years of study should cover algebra, geometry, and second-year algebra at minimum. [Pre-Calculus, AP Calculus, or AP Statistics are highly recommended.](#) *Math, engineering, and science majors:* Four years of math are strongly recommended.
- ✓ **Science** Three years of lab science are required, including biology, chemistry and physics.
- ✓ **Fine, Visual, or Performing Arts** Currently one year is required at most four-year universities, but the [University of California](#) system requires that the year of Arts – or two semesters – be *sequential*. Sequential Arts mean a year of band or choir or theatre; or ceramics and advanced ceramics, piano and advanced piano, drama and stage or stage production, etc.
- ✓ **World Language** Two to three full years of study must be devoted to a single language. A world language course taken in the 8th grade may satisfy one year of the requirement if taught by a highly qualified/endorsed teacher and if the second-year course is completed in high school.

College Prep Planning Sheet

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Intro to Lit & Comp	World Lit & Comp	Amer Lit & Comp	LA. 12 or equivalent
World History I/II	WH III/WH IV	U.S. History I/II	Amer Gov/SS Elective
Phys A/Chem A	Biology 1&2	Chem B/Physics B	AP Science Elective
Algebra 1A/B	Geometry A/B	Algebra 2A/B	Math Elective
World Language or Art	World Language or Art	World Language or Art	World Language or Art
Personal Fitness/Health	P.E. /Elective/Occ Ed	P.E. /Elective/Occ Ed	P.E./Elective/Occ Ed

9th Grade Academies

Each ninth grade student is randomly assigned to an academy (Ravens, Thunderbirds or Grizzlies) when entering Franklin High School. That academy is composed of a Language Arts, a World History, and a Physical Science teacher. Those three teachers share the same group of students and those students travel together as a group between their academy courses. We feel that this structure makes a student's entry into Franklin more personal by giving students a common group of peers and a common group of teachers. Some features of the program include:

Shared Expectations: Teachers offer common academic and behavioral expectations for all classes. This consistent focus is designed to help the student develop an awareness of his or her responsibilities as a student and as a member of the academic community of Franklin High School. Moreover, teachers have developed common expectations and standards in reading, writing, communication and research skills.

Skill Assessment and Instruction: In order to help each student gain the tools needed to become a productive member of society, as well as passing the SBAC, students are given a wide range of assessments. These assessments are used to judge the strengths and weaknesses of the skills of each student. Once this diagnosis is made, teachers actively will use strategies to help students improve their skills as needed. To do this we use a variety of strategies, including Project Based Learning, Socratic Seminar, and the strategies of Reading Apprenticeship. Student assessment work will be contained in a portfolio that will travel with the student throughout his or her career at Franklin.

Support programs: In order to help our students meet their academic goals, we provide a number of additional supports. We have developed advisory relationships with students. We schedule parent meetings for struggling students. We run our own after-school tutoring programs. We seek community mentors for struggling students and have a homework center staffed with teachers four days a week for additional support.

We are working with you to make your first year at Franklin a success, preparing you for the rest of your high school career.

Subjects	9 th Grade Academy Courses
Language Arts	Intro to Lit & Comp 1CP/2CP
Social Studies	World History I/II
Science	Applied Chemistry/Applied Physics

ADDITIONAL REQUIRED NINTH GRADE COURSES AND ELECTIVES

Mathematics

(Full Year courses, see p. 28-31)

A ninth grade student's math placement is based upon their 8th grade math level, diagnostic test scores, and teacher recommendation.

Personal Fitness

(Semester course, description on p.31-32)

"Five for Life" is a research-driven, standards-based curriculum designed to teach the principles of health and fitness while continually improving students' fitness levels. Based on the five components of fitness – cardiovascular endurance, muscle strength, muscle endurance, body composition and flexibility – it incorporates fitness-related activities and motor-skill development with academic content. Students are taught meaningful fitness concepts and vocabulary which empower them to make healthier choices. Students must pass the Fitness Competency Test

at the completion of this course to satisfy a fitness graduation requirement.

Health

(Semester Course, description on p. 31)

This course is designed to cover the physical, social, and emotional determinants of health (also known as the health triangle). Included in this course offering: communicable disease control, first aid, CPR (cardio pulmonary resuscitation), drug information (awareness), human development, nutrition, mental health and a basic understanding of what to ask and look for during a doctor's visit: such as understanding sphygmomanometer readings, EKG readings, and Electroencephalogram readings.

Elective Options

(Semester and Full Year courses, beginning on p. 17)

Ninth grade students complete their schedule with electives that might include such courses as a yearlong world language or a yearlong performing arts or instrumental music course.

10th Grade Academies

Much like the 9th grade program students are randomly assigned to an academy. That academy is composed of a Language Arts and World History. Those two teachers share the same group of students and those students travel together as a group between their academy courses. We feel that this structure makes a student's progression through Franklin more personal by giving students a common group of peers and a common group of teachers. Some features of the program include:

Shared Expectations: Teachers offer common academic and behavioral expectations for all classes. This consistent focus is designed to help the student develop an awareness of his or her responsibilities as a student and as a member of the academic community of Franklin High School. Moreover, teachers have developed common expectations and standards in reading, writing, communication and research skills.

Skill Assessment and Instruction: In order to help each student gain the tools needed to become a productive member of society, as well as passing the SBAC, students are given a wide range of assessments. These assessments are used to judge the strengths and weaknesses of the skills of each student. Once this diagnosis is made, teachers actively will use strategies to help students improve their skills as needed. To do this we use a variety of strategies, including Project Based Learning, Socratic Seminar, and the strategies of Reading Apprenticeship. Student assessment work will be contained in a portfolio that will travel with the student throughout his or her career at Franklin.

Support programs: In order to help our students meet their academic goals, we provide a number of additional supports. We have developed advisory relationships with students. We schedule parent meetings for struggling students. We run our own after-school tutoring programs. We seek community mentors for struggling students and have a homework center staffed with teachers four days a week for additional support.

We are working with you to make your first year at Franklin a success, preparing you for the rest of your high school career.

Subjects	10 th Grade Academy Courses
Language Arts	World Literature 10A/10B
Social Studies	AP Human Geography

ADDITIONAL REQUIRED TENTH GRADE COURSES AND ELECTIVES

Mathematics

(Full Year courses, see pages 28– 31)

A 10th grade student's math placement is based upon their 9th grade math level, diagnostic test scores, and teacher recommendation.

Science

Full year of Biology, see page 32

(Full year course, description on p.32). Some students may take additional advanced science courses.

Electives

Based on individual preference and need. World Language Strongly recommended. Further, please explore and look ahead to 11th and 12th grades years. If an academy looks appealing, take electives that may better prepare you for that academy.

11th - 12th Grade Academies

In the **eleventh grade**, students choose from one of four theme-based academies.

Below is a grid of the required courses in each academy at each grade level. The four academies are Arts and Humanities, Academy of Finance (AOF), Construction Related Engineering Architectural Technical Experience (CREATE), and the Public Service and Political Science Academy (PSA). Following this grid is an explanation of each academy. Students within an academy will have preference for continuing in that same academy each subsequent year.

The courses outlined below are only those courses that are considered academy courses. All other courses will be taken outside of the academy structure.

Academies	Eleventh Grade	Twelfth Grade
Arts and Humanities	Amer. Lit & Comp US History 11A/11B <i>*Advanced Art classes from the following electives: Visual Art, Music, Drama, World Languages</i>	Humanities LA 12A/12B Humanities SS 12A/B
A.O.F.	Amer. Lit & Comp US History 11A/11B <i>*Business Economics and *Principles of Finance (Electives)</i>	LA 12 A/B Amer.Gov. (1 semester) <i>*Business in a Global Economy and *Entrepreneurship (Electives)</i>
CREATE	Amer. Lit & Comp US History 11A/11B <i>*Adv. Wood and Principles of Engineering (Electives)</i>	AP English Literature Amer. Gov. (1 semester)
P.S.A	Amer. Lit & Comp US History 11A/11B <i>*Intro to Sociology (Elective)</i>	LA 12 A/B AP American Government (year-long)

*Students may or may not be scheduled in a cohort group for this class depending on ease of scheduling courses and flexibility of the master schedule.

Theme-based Academies

ARTS AND HUMANITIES

Humanities classes consist of integrated Language Arts and Social Studies classes with special emphasis on project based learning, the history of art and culture, and rigorous skills and content development. The Humanities program covers history through the lens of humanism starting in Ancient Greece and following through to modern times. A thorough discussion of the effect of western civilization on world history includes extensive primary and secondary source readings.

Students prepare to take the Advanced Placement European History Test in the spring of their 10th grade year. Students may prepare to take the Advanced Placement US History Test in the spring of their 11th grade year. Seniors are also prepared to take the AP Language and Composition Test by the nature of normal instruction.

In addition to the Language Arts and Social Studies courses, students are strongly encouraged to take a semester of a beginning arts course and a semester of an intermediate and/or advanced arts course in the same discipline. Visual and Performing Arts teachers will be working directly with the language arts and social studies teachers in this academy to reinforce learning and enhance artistic expertise.

Students may select courses from the music department, drama department, visual arts department, along with courses in the World Language Department. There will be flexibility in scheduling where students are unable to schedule all courses in the 10th grade year. These arts courses meet the Seattle School District's 1.0 credit requirement toward graduation in the arts with the exception of World Language classes.

ACADEMY OF FINANCE

The Academy of Finance is an integrated Social Studies and Language Arts program supported by the nationally recognized and represented National Academy Foundation. Students study world history and literature from the point of view of trade and economic development. Students take Accounting I as a prerequisite to the finance classes offered in the junior and senior year, which include Personal Finance, Business Economics, Business in a Global Economy, and Ethics in Business. By combining accounting, social studies, and language arts, the Academy of Finance develops skills needed in our global economy. Mastery of technology, knowledge of available resources, and good communication skills are prioritized.

As an AOF student, you will become familiar with people, functions, and organizations in the financial services industry. You will participate in mentoring, job-shadowing programs, gaining valuable insight from guest speakers, attending conferences and college fairs, applying for various AOF awards and scholarships, and enjoying special graduation ceremonies. Students are also given the opportunity to become AOF class officers. AOF students are prepared to be successful in our new information-based global economy. AOF students also join Franklin High School's Future Business Leaders of America (FBLA) chapter.

C.R.E.A.T.E. ACADEMY

The CREATE ACADEMY focuses on construction, architecture, engineering and technology, and how these fields can serve the world. CREATE electives include woodshop and engineering classes featuring design and robotics. Many CREATE students choose to join the Team X-Bot robotics club. CREATE teachers emphasize ethical behavior and responsibility to community, as we strive to prepare our students for a variety of educational and career paths. Graduates of the CREATE Academy have gone on to apprenticeship programs, community college, certification programs, and 4-year universities. In addition to college preparatory work, in all of their CREATE courses students will experience project-based work, as the CREATE career fields are project oriented. In their senior year CREATE students take A.P. Literature. CREATE develops community not only through projects, but via an annual picnic and field trips that enrich the curriculum and bring students together.

Academy options continued next page.

THE PUBLIC SERVICE AND POLITICAL SCIENCE ACADEMY

The Public Service and Political Science Academy is the longest running academy at Franklin High School. If you are interested in issues surrounding justice, social action and public service, then the PSA is the right choice for you! In the PSA we:

- Use retreats, projects, field trips and strong relationships to connect learning to the world outside Franklin;
- Expose students to social justice and public service issues in their community and world;
- Provide a challenging college preparatory curriculum; and
- Support the beliefs and skills needed to make a difference in your community.

Experiences outside of the classroom may include:

- ✓ Monthly attendance at community cultural events;
- ✓ Challenging integrated and project-based learning in the classroom is combined with real-world activism and work experience.
- ✓ Junior field trip to Olympia in which laws and current issues are discussed with elected officials
- ✓ Senior action project linking current legislation with local service opportunities.

NOTE ABOUT ACADEMIES: EACH ACADEMY HAS ITS OWN UNIQUE SET OF REQUIREMENTS. IN ORDER TO RECEIVE A CERTIFICATE OF COMPLETION FROM AN ACADEMY YOU WILL NEED TO COMPLETE ALL COURSES WITHIN THAT ACADEMY. HOWEVER, FOR THOSE WHO COME TO FRANKLIN LATER THAN 10TH GRADE OR FOR THOSE WHO SWITCHED ACADEMIES SOMETIME THROUGHOUT YOUR FHS CAREER, YOU MAY NOT BE ABLE TO RECEIVE THE CERTIFICATE OF COMPLETION FROM THE ACADEMY. ALTHOUGH YOU MAY NOT RECEIVE ACADEMY CERTIFICATION, YOU WILL RECEIVE A GENERAL DIPLOMA PROVIDED YOU MEET ALL FHS AND SPS REQUIREMENTS. THERE ARE TIMES WHEN FLEXIBLE SCHEDULING OR ACCOMMODATIONS SHOULD BE CONSIDERED. IF YOU HAVE ANY SCHEDULING QUESTIONS PLEASE TALK WITH YOUR COUNSELOR. OUR GOAL IS TO PROVIDE YOU WITH AN IN-DEPTH COMPREHENSIVE HIGH SCHOOL EXPERIENCE THAT PREPARES YOU FOR COLLEGE AND THE WORLD OF WORK.

Department Course Offerings

ENGLISH LANGUAGE DEVELOPMENT (ELD) SERVICES

Franklin High School has a long-standing proud tradition of stellar Bilingual Services. Our highly qualified staff works with each student individually to ensure proper program placement and individual progress towards full mainstreaming. The ELD department offers sheltered content courses to support transitional bilingual education students, students with English Language Development (ELD) services, until they can move fully into mainstream classes. Placement into ELD classes depends upon English proficiency as determined by the Edge Curriculum Placement assessment. Students eligible for services assess into one of four numbered levels: 1, 2, 3 or 4. The number of ELD classes assigned depends on the level of English proficiency. Math classes are assigned according to math assessment scores and math courses already taken. Nearly all ELD classes are multi grades, from 9th to 12th grade. All courses incorporate Talking to the Text and other reading strategies. Sustained Silent Reading (SSR) takes place on Tuesdays and Thursdays. The understanding and use of Cornell note taking is required.

ELD LANGUAGE ARTS

ELD LA LEVEL 4

Monitored exit to mainstream Language Arts.

ELD LA LEVEL 3

This course entails a variety of reading genres: short stories, poetry, non-fiction articles, magazine features, biographies, horror, a novel and a non-fiction book. Included are reading strategies, literary analysis, literary techniques, grammar, and essay writing. Main text: *Edge Level B*, Students will analyze and use the writing process to write five paragraph essays.

ELD LA LEVEL 2

This course covers various reading genres, among them short stories, poetry, dramas, fiction and non-fiction excerpts. Grammar focuses on complex sentence structures. Reading strategies are embedded within each unit. Main text: *Edge Level A*; students will read a novel or a non-fiction book. Students will understand and write multi-paragraph essays.

ELD LA LEVEL 1

This course introduces students to genres such as play excerpts, advice columns, short poetry, fables, myths, short stories. Reading strategies reinforce Talking to the Text (T4) techniques. The main text is *Edge Fundamentals*.

Grammar centers on parts of speech and simple present and past verb tenses. Themes focus on self and one's relationship to society. Students at this level may be assigned an additional English support class. Students will understand and use the writing process to produce short essays.

ELD BASIC I

This class is taken in conjunction with ELD LA L1. It uses a software program called System 44, which familiarizes students with the sound system and spelling of English via a combination of computer assignments and readings. Students who complete System 44 may continue with Read 180. This course is an elective credit.

ELD SENIOR PROJECT

This course is embedded in 12th grade Language Arts and takes students through a step by step college style research paper using MLA style. Among topics are: topic selection, thesis development, preliminary reading, search for appropriate materials, note taking, outlining, bibliography preparation, cover page, first draft, final draft and publishing. Students will also prepare resumes and complete their high school and beyond plans.

ELD MATHEMATICS

ELD PRE-INTEGRATED A/B

Grade: 9

Full Year 1.0 credit

Requirement Satisfied: Elective

This year-long course provides an introduction, review and reinforcement of basic math concepts including basic arithmetic operations of rational numbers, ratios, proportions, percent's, integers, solving basic linear equations, properties of basic geometric figures and probability. During the course,

students will also learn and practice essential skills in problem solving and mathematical reasoning. The focus of the course is building the math foundation as well as increase knowledge and understanding of mathematics language for success in the study of Algebra 1.

ELD ALGEBRA 1A/B

Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Algebra 1A/B

Prerequisite: Successful completion of grade 8 mathematics

ELD Algebra 1 is a year-long course that provides a practical blend of technology-related and paper-and-pencil problem solving tools. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understandings. Students make sense of important algebraic concepts, learn and practice essential algebraic skills, and apply algebraic thinking. This course allows students to experience algebra through the use of multiple representations numerical, graphic, symbolic, and verbal. Topics in this course include: Graphing, Linear Equations, Quadratic Equations, Functions, Exponents, Data Analysis, Proportional Reasoning, Probability, Systems of Equations and Inequalities.

ELD ALGEBRA LAB

Grades 10,11,12

Full year 1.0 credit

Requirement Satisfied: Elective

ELD Algebra Lab is a year-long course that supports students through re-teaching of Algebra topics as well as reviewing and enriching basic math concepts to improve understanding of the Algebra 1 curriculum. The purpose of this course is to give students more time and more help in class as much as possible to practice and understand well the essential math concepts in Algebra 1 course.

ELD GEOMETRY A/B

Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Geometry A/B

Prerequisite: Algebra1 A/B

ELD Geometry is a year-long course that provides an opportunity for students to explore geometric relationships with a wide variety of tools, including paper, compasses, computers and graphing calculators. Students perform constructions, measure figures, observe patterns, discuss their findings, write their own definitions, and formulate and prove geometric conjectures. Topics include informal and formal proof, properties of triangles, angles relationship, polygons, and circles, transformations and tessellations, area and volume, the Pythagorean Theorem, congruence and similarity.

ELD SCIENCE

ELD BIOLOGY 1 & 2

Full Year 1.0 Credit

Requirement Satisfied: Science with Lab

Prerequisite: ELD Life Sciences 1 & 2

ELD Biology is designed for ELL students in grades 10, 11 and 12. This is a class where students learn Biology to prepare for the End of Course (EOC) Biology exam that is given in June of every year. English language skills specific to the Sciences are taught as part of the everyday curriculum. The Biology curriculum has been developed to meet the requirements of the New Generation Science Standards (NGSS) that are being implemented beginning 2015.

ELD LIFE SCIENCES 1 & 2

Full Year 1.0 Credit

Requirement Satisfied: Science with Lab

ELD Science is designed for ELL students in grades 9, 10, 11 and 12. This is a class where students learn English language skills in addition to science. Class will follow the Washington State Science Standards. Topics include: Physical, Earth and Life Science

ELD SOCIAL STUDIES

ELD WORLD HISTORY I/II/III

Grade: 9, 10, 11

One Semester .5 credit

Requirement Satisfied: WH I/II/III

ELD World History courses are the chronological study of cultures from the earliest origins of mankind to current events/issues. By studying the geography and historical, cultural, political, and economic changes of the peoples in Africa, Asia, the Americas, and Europe, students will gain appreciation of the accomplishments of all people. These courses are aligned with mainstream World History courses.

ELD US HISTORY 11A/B

Grade: 11, 12

Full Year 1.0 credit

Requirement Satisfied: Social Studies

ELD United States History 11A/B is offered by semester. Each is a selective study of United States history and government, and the development of America as a diverse multi-cultural society. The course content which is organized around topics and themes within a broad chronological framework will be used to help ELL students develop their English language skills. This course is aligned with mainstream US History.

ELD AMERICAN GOVERNMENT AND ECONOMICS

Grade: 12

One Semester .5 credit

Requirement Satisfied: American Government

ELD American Government and Economics is offered as a one semester course aligned to mainstream American Government course. The content is focused on the American way of government to include understanding the US Constitution and the Bill of Rights as it applies to individuals and groups. It will also cover the organization of the government in the federal, state, and local levels. This course is designed to help the ELL students understand laws, rules, and regulations and prepare them for civic participation and citizenship.

SPECIAL EDUCATION SERVICES

The Special Education Department at Franklin High School is comprised of many individualized components. Students and parents work with a designated IEP case manager. Together they write an IEP and design a program that fits the individual student needs that may include class offerings in small group settings with individualized instruction, modified course work within the general education setting, or supports and accommodations in the general education setting.

ARTS (VISUAL)

The Franklin Visual Art Program offers instruction in a wide variety of two and three-dimensional art media in an environment that honors creativity as well as craft. Flexible coursework is designed to meet the needs of the beginning student as well as the more advanced student. All studio classes emphasize the following 21st Century skills: critical thinking, creative thinking, collaboration, perseverance, and growth mindset. Students are expected to develop confidence in creative problem solving, find a diversity of possibilities for assignments, and experience the success of following projects through to completion with the understanding that skills are gained through commitment and practice.

DRAWING & PAINTING

Grades 9, 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Fine Art

In this class, students will explore the basic elements of art (line, shape, value, color, texture, form) using a variety of color and black & white media, including tempera paint, graphite, in collage, cut paper, oil pastel, and colored pencil. Projects range from technical, observation-based work to imaginative, creative expression. Students will learn to persevere through the design process, to think and write critically using art vocabulary, and to critique artwork. Art history and contemporary artists' work will also be examined

ADVANCED DRAWING & PAINTING

Grades 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Fine Art

Prerequisite: C or better in Drawing & Painting

This course focuses on using various color media (tempera, watercolor, chalk, pastel, colored pencil) to explore the principles of design (contrast, balance, movement, emphasis). Observation is emphasized, but students will mostly be designing their own original compositions to express opinions about important personal topics, as well as learning how to persevere through the design process from brainstorming to final artwork. They will gain experience critiquing artwork through written and oral presentations using art vocabulary. Advanced coursework values divergent thinking and creative problem solving. Art history and contemporary artists' work will also be examined.

CERAMICS

Grades 9,10,11,12

Requirement Satisfied: Fine Art

One Semester .5 credit

Ceramics is a semester long course that provides an introductory experience to the ceramic arts. We will explore 3-dimensional works through a variety of clay techniques (relief, pinch forms, coil forms, and slab construction). Students will complete work that is both decorative (sculpture) and functional (cups and boxes). Through production, reflection, and discussion, students will cultivate creative thinking, visual literacy, self-awareness, self-expression, and collaboration.

CERAMICS ADVANCED

Grades 9,10,11,12

One Semester .5 credit

Requirement Satisfied: Fine Art

Prerequisite: C or better in Ceramics

This course is for students who have a strong foundation in the hand building techniques explored in beginning Ceramics. Advanced Ceramics students work independently to complete projects that are both directed and self-directed. Assignments increase in complexity, requiring the student to self-assess and improve through the process of researching, discussing, designing, constructing and evaluating their work. Students will also be introduced to the pottery wheel.

ADVANCED DRAWING & PAINTING: MURALING

This is a 7th period class

Grades 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Fine Art

Prerequisite: Teacher's Approval

This class teaches skills involved in painting murals – scaling, color theory, graphic design, and brushwork. Students will work as a team to design and create actual projects, using the walls of Franklin as its canvas. Students work with various student clubs, faculty, administrators, and other "clients" to create tailored, site-specific projects. Project responsibility skills, like goal-setting and equipment maintenance as well as teamwork and descriptive writing, are emphasized.

ARTS (PERFORMING)

Theatre 1 and 2

Grades 9, 10, 11, 12

One Semester .5 credit

Prerequisite: None

Requirement Satisfied: Language Arts or Fine Art

This introductory class exposes students to all aspects of the theatre as a form of communication and to get students comfortable with being on stage. Students will gain confidence and expertise in presentation, performing, and acting skills. This survey oriented class explores the concepts of pantomime, creative and improvisational work, scene memorization, and monologues, with units in voice and physical stage movement. Students do not need to have prior acting experience to take Drama I. There is no out of class performance requirement.

Theatre 3—PLAY PRODUCTION (FALL SEMESTER)

Grades 10, 11, 12

One Semester .5 credit

Prerequisite: A or B in Drama I, Drama II, or Teacher's permission

Requirement Satisfied: Language Arts or Fine Art Elective (Repeatable)

Other requirements: **This is an 7th period class. All rehearsals are after school, evenings, and/or weekends.**

The focus of this class is the production of a full-length play, to be performed for Franklin High School and the local community. Plays will be selected from Drama, Comedy, Shakespeare, or Children's Theatre. Students will learn the process of producing a professional play which includes auditioning, rehearsing, designing, publicity, and educational outreach. The course will mirror professional theatre as closely as possible culminating in a full-scale production of the play. Students interested in stage management should speak with the teacher about joining this class.

Theatre 4—MUSICAL PRODUCTION (SPRING SEMESTER)

Grades 9, 10, 11, 12

One Semester .5 credit

Prerequisite: A or B in Drama I or Choir or Teacher's permission

Requirement Satisfied: Fine Art Elective (Repeatable)

Other requirements: **This is an 7th period class. All rehearsals are afterschool, evenings, and/or weekends.**

The focus of this class is the production of the spring musical, to be performed for Franklin High School and the local community. Students learn a combination of skills which this type of theatre requires: singing, dancing, and acting. This course will mirror professional theatre as closely as possible culminating in a full scale production of the musical. Students interested in stage management should speak with the teacher about joining this class.

Theatre 5—DANCE PERFORMANCE

Grades 9, 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Fine Art

Students will learn, create, and design dance numbers for the stage. Multiple genres and styles will be employed from modern, jazz, urban, line-dancing, and ballroom, to hip hop and break dancing. This is a performance-based class. Students will perform multiple numbers on stage for a live audience as their culminating project.

TECHNICAL THEATRE

Grades 9, 10, 11, 12

One Semester .5 credit

Prerequisite: Teacher's permission

Requirement Satisfied: Occupational Ed or Fine Art Elective (Repeatable)

Other requirements: **This class is an 7th period class and will have some evening and/or Saturday requirements during the two months closest to the production of the show.**

Students will learn set design and construction, lighting and sound techniques, production, box office, and security techniques. Technical terms and tools are introduced, then, using architectural skills, students learn how to design a set to scale, draw and construct models of sets, then build and manage sets, lights, and sound for Franklin productions. Students will also be the running crew, working backstage for the productions. Additional studies will be in costuming, publicity, and program design for shows.

MUSIC

Performing ensembles (Quaker Band and Orchestra) will require extended rehearsal and performance times outside of the school day.

QUAKER BAND

Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Fine Art

Prerequisite: Teacher Approval (Repeatable for an additional credit)

This course develops individual skills through performance of quality band literature and provides considerable experience in public performance through concerts, contests, festivals, and community athletic events. Marching band training is also part of the course content. NOTE: There are concerts that are part of the grade for this class. **ATTENDANCE AT ALL PERFORMANCES IS REQUIRED.**

ORCHESTRA

Grades 9, 10, 11, 12

Full Year 1.0 credit
Requirement Satisfied: Art, Elective
Prerequisite: Audition/Teacher Approval (Repeatable for an additional credit)

Orchestra is for students who play violin, cello and bass. Orchestra students will play a wide variety of music from different eras. NOTE: There are concerts that are part of the grade for this class.

CONCERT CHOIR

Grade: 9, 10, 11, 12
One Semester .5 credit
Requirement Satisfied: Art Elective (Repeatable)

This course is available to any student who is interested in singing. No previous singing experience is required! Students will learn or continue learning music theory and proper vocal technique while learning a wide variety of musical styles from Classical and Gospels to Broadway and Contemporary. The choir participates in numerous performances throughout the year both at school and in the community during school hours and in the evening. Attendance at the performances is required and is part of students' grades.

STEEL DRUMS

Grade: 9, 10, 11, 12
Full year 1.0 credit
Requirement Satisfied: Art (Repeatable)

This is a new course for students who are interested in learning how to play steel drums. No prior experience is needed. Students will learn how to play the instruments and learn the history of the various instruments, as well as performing in several public performances. Some rehearsals will take place outside of the school day. Extra rehearsals will be scheduled based on student availability.

PIANO I

Grades 9, 10, 11, 12
One Semester .5 credit
Prerequisite: None
Requirement Satisfied: Fine Art Elective (Repeatable)

This course introduces students to music concepts by developing basic keyboard skills. Students will learn the fundamentals of music theory, music reading, and learning to play the piano. Students may also explore basic music composition and music technology.

PIANO II

Grades 9, 10, 11, 12
One Semester .5 credit
Prerequisite: Piano I
Requirement Satisfied: Fine Art Elective (Repeatable)

This class continues to build on the skills learned in Piano I. Students work more independently in this class with an aim of becoming stronger musicians and may have occasional in-class opportunities to perform for their peers.

GUITAR I

Grades 9, 10, 11, 12
One Semester .5 credit
Requirement Satisfied: Fine Art Elective

Guitar is open to all students interested in learning to play the guitar and ukulele. Students in the class will learn the basic skills and concepts to gain a rudimentary proficiency as well as a survey of songwriting, music history and technology. Students will study a varied repertoire of music.

BUSINESS EDUCATION

Business Education courses will educate students about business and technology. The students will be provided the opportunity to exercise their learning experiences and further develop positive attitudes. The skills developed will positively empower the students to become productive citizens in the workforce.

Business Education also provides training for college-bound students interested in furthering their business education, while sharpening their technology skills. Business Education provides for personal vocational and post-secondary study. The courses should be an integral part of each student's comprehensive education.

ACCOUNTING I

Grades 9, 10,11,12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Accounting I provides an overview of the complete accounting process. Students work through the accounting cycle, first in a service business for a sole proprietorship, and then in a merchandising business for a partnership. Financial statements are prepared. A business simulation set is used to enable students to combine all basic accounting practices in one specific business. Students are permitted to work at their own rate of progress after they have learned the basic fundamentals.

ACCOUNTING II

Grades 9,10,11,12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Prerequisite: Accounting I

In Accounting II, students continue to study the bookkeeping cycle and the interpretation of financial statements. You will study accounting systems for special businesses, payroll records, sales taxes, income taxes, bad debts, depreciation, notes, interest, and accruals. The use of automated accounting systems is introduced as well as an introduction to corporate accounting.

College credits (TECHPREP) are available for students who achieve a B grade or above in both Accounting I and Accounting II and who demonstrate competencies required by the Seattle Public Schools and Seattle Community College Articulation Agreement.

INTRODUCTION TO BUSINESS

Grades 9,10,11,12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Gain success for your future by exploring the world of business, money, marketing, management and entrepreneurship! In this dynamic course, you will explore how successful companies function, practice ethical leadership and learn to make smart financial decisions. Topics include: international trade, advertising, marketing, management, the stock market, investment, business climates, economic trends, banking, and technology's impact on global business. You will learn to speak with confidence and be an educated consumer in today's global business world.

BUSINESS LAW

Grades 9, 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Business Law studies legal principles and practices applied to business situations and transactions. The topics covered are of importance to all citizens, not just business people. Laws of contracts are basic to business law including contracts of employment, sales, property, insurance, sole proprietorships, partnerships, and corporation skills, the course will explore essential questions about communication, technology, creativity, and freedom of expression. Students will be encouraged to discover what they want to communicate, and the best ways to express themselves.

PRINCIPLES OF FINANCE (AOF)

Grades 11

One Semester .5 credit

Requirement Satisfied: Occupational Education

Principles of Finance is the first course students take in the Academy of Finance. Students learn about the concepts, tools, and institutions of finance and the course serves as a foundation for the Academy of Finance. *Principles of Finance* begins with the basics of financial literacy and the function of finance in

society. Students will then focus on income, wealth, budgeting, personal finance, personal banking, credit, borrowing, planning for retirement, the role of finance in organizations, how businesses raise capital, initial public offerings (IPOs), selling stocks and bonds, short and long term financing, time value of money, risk management, taxes, business ethics, and technological and international innovations that have changed the financial services field.

BUSINESS ECONOMICS (AOF)

Grades 11

One Semester .5 credit

Requirement Satisfied: Occupational Education

Business Economics provides students with an introduction to the key concepts of economics as it pertains to business—supply, demand, profit, costs, and markets—and differentiates microeconomics from macroeconomics. It discusses the American economy and the factors that influence the success of businesses and products. The course describes forms of business ownership and discusses the relationship of labor and business, then provides a broad overview of the global economy. Finally, students get a chance to examine careers that require business economics knowledge. Economics is a one-semester course covering macro and microeconomics that provides an understanding of how our market economy functions in a global setting.

BUSINESS IN A GLOBAL ECONOMY (AOF)

Grades 12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Business in a Global Economy provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally—and to potential opportunities and markets in the global economy. The course covers cultural literacy, exporting and importing, foreign direct investment, currency exchange rates, international marketing and other topics that will broaden student understanding of how businesses operate and how they grow and thrive in our ever-changing world.

ENTREPRENEURSHIP (AOF)

Grades 12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Entrepreneurship introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. They explore starting a business and learn about the operational issues and financial risks that new businesses face. Students examine ethical issues and develop a framework for managing them. Finally, students identify the risks, returns, and other aspects of entrepreneurship as a potential career.

INTRODUCTION TO COMPUTER SCIENCE

Grades 9-12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Introduction to Computer Science provides students with the skills and knowledge to understand computers, functions, artificial intelligence, programming, and emerging technologies. Project-based learning will emphasize problem solving skills, critical thinking, and integrate computer programming. Successful completion of the course with a B grade or above will give the student five college credits (TEACHPREP articulation with Seattle Community Colleges).

IT MULTIMEDIA

Grade: 9, 10, 11, 12

Semester .50 credit

Requirement Satisfied: Occupational Education

IT Multimedia 1 focuses on the use of computers to design, create and present an interactive multimedia product that may include the six elements of multimedia (e.g. texts, graphics, video, animation, sound and interactivity). Students will learn about and be actively involved in the hands-on use of these elements of multimedia, hardware components, and identify storage options including online. Learning will focus on all forms of visual media as well as of design and compositional techniques. This course may receive a cross credit in Fine Arts.

AP COMPUTER SCIENCE

Grade: 10, 11, 12

Full year 1.0 credit

Requirement Satisfied: Occupational Education

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

FAMILY AND CONSUMER SCIENCE EDUCATION

The Family and Consumer Science Education classes are exploratory and preparatory courses. All students have the opportunity to become a member of Family Career and Community Leaders of America (FCCLA). An emphasis is on leadership skills related to employability and learning to balance work and family for productive lives.

FAMILY RELATIONS

Grades 11, 12

One Semester .5 credit

Requirement Satisfied: Occupational Education or Health

Family Relations/Parenting prepares students to face the challenges of the future as an individual, family, and community member. This course encourages leadership, cooperation, problem solving, and other opportunities to explore real-life experiences, through simulations such as "Baby Think It Over" dolls and the "Mock Wedding." Issues include: becoming your personal best, healthy relationships, successful marriage, understanding family crisis and challenges, and managing personal and family resources. This class will greatly enhance your future participation in civic and community life. This class satisfies Occupational Education and Health credit for graduation. Students will also receive anywhere from 10 to 30 Service Learning hours (depending on their project) towards their 60 hours required for graduation.

NUTRITION AND WELLNESS

Grades 9,10, 11, 12

One Semester .5 credit

Requirement Satisfied: Occupational Education or Science Elective (Grade 11, 12)

Nutrition and Wellness (Food Science I) is a specialized occupational course with an emphasis on the application of concepts about nutrition, food and health in a foods lab setting.

FOOD AND CULINARY ESSENTIALS

Grades: 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Prerequisite: Nutrition and Wellness

Food and Culinary Essentials is a comprehensive Career and Technical course open to students who have taken Nutrition and Wellness for (1 semester). This course is an introduction to the Hospitality/Tourism, Culinary and Food and Beverage Programs. Through a lab-based study of cooking techniques and related culinary arts, students explore topics that include instruction in food preparation, sanitation/safety, equipment operation/maintenance and principles of food service management. Café' 19 has been created for students, so they will learn how to design menus, cook, order, and deliver food for staff lunches and dinners.

INDEPENDENT LIVING

Grades 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Occupational Education

Independent Living is an exploratory course that prepares students to live on their own. The course emphasizes management of resources, decision-making and necessary life skills to ensure a higher quality of life. Students explore research and practice skills that are part of daily living. Simulations for decision making include units about entering college or the work force, financial planning (banking, budgeting, credit, retirement), consumer skills (finding a car, apartment, insurance) and other topics that address the process toward one's independence.

GLOBAL LEADERSHIP (PSA)

Grades 10

One Semester .5 credit

Requirement Satisfied: Occupational Education

Prerequisite: Student must be in the PSA Academy

The Youth Leaders of Promise program is a value-based, experiential leadership and citizenship development program. The program aims to successfully give you, the young people in our community, the necessary tools to discover your values, vision, voice and virtues. By teaching leadership and citizenship to public high school students, YLOP is poised, through a successful track record and vibrant partnerships, to impact your journey to becoming an informed, active citizen. The concepts and lessons learned in YLOP will not only shape lives and attitudes during the program, but are lifelong lessons that will greatly enhance your future participation in civic and community life. This class satisfies an Occupational Education credit for graduation. Students will also receive anywhere from 10 to 30 Service Learning hours (depending on their project) towards their 60 hours required for graduation.

LANGUAGE ARTS

The goal of the Language Arts Department is to aid students in developing skills in the communication arts, reading, writing, listening and speaking, and in advancing understanding of and appreciation for literature from a variety of times and places. The department offers classes that fulfill requirements for high school graduation as well as for admission to four-year universities. The department's course offerings help students to develop their own interests and to pass the current Washington State Standards.

INTRODUCTION TO LITERATURE & COMPOSITION 9 A/B

Grade 9

Full Year 1.0 credit

Requirement Satisfied: LA 9 A/B, Honors Option

This course emphasizes reading and composition, with special attention paid to helping freshman plan, organize, and develop study skills necessary for high school success. The study of grammar, spelling, vocabulary, and literature, and participation in speaking and listening activities are included. The six writing traits (organization, ideas, voice, sentence fluency, word use, and conventions) are introduced. The achievement of Washington State Standards is a focus.

WORLD LITERATURE & COMPOSITION 10 A/B

Grade 10

Full Year 1.0 credit

Requirement Satisfied: LA 10 A/B, Honors Option

This course emphasizes appreciation of literary heritage of many cultures by focusing on several literary genres, including short stories, nonfiction, essays, novels, poetry, speeches and drama. This course reinforces earlier reading, writing, and communication performance skills and helps tenth grade students to meet Washington State Standards. The six writing traits (organization, ideas, voice, sentence fluency, word use, and conventions) are stressed. Students are prepared for the SBAC exams, given to tenth graders in the spring.

AMERICAN LITERATURE & COMPOSITION 11 A/B

Grade 11

Full Year 1.0 credit

Requirement Satisfied: LA 11 A/B, Honors Option

This course emphasizes the reading and analysis of many genres of American literature. Students will develop an understanding of important American themes presented in the literature, including the great diversity of culture and ideas embodied in American Literature. Building on skills developed in the freshman and sophomore years, students will continue to hone their craft in writing, deepening the sophistication of their argumentative, explanatory, narrative texts as they prepare for college level writing. Students will also focus on effective oral communication of their ideas related to course content through independent presentation and group discussion. Students will prepare for the SBAC examination in the spring as part of their graduation requirements.

LANGUAGE ARTS 12 A/B

Grade 12

Full Year 1.0 credit

Requirement Satisfied: LA 12 A/B, Honors Option

This course is designed to meet the needs of graduating seniors. It will include the reading of drama, novels, and short stories. Works may be studied by the class, in small groups, or individually. Students will write essays, including those required for the college application process, and a research paper. Vocabulary and usage as well as preparation for college work will be stressed. Embedded in LA 12 is the option to take the following UW in the High School courses:

English 131 is a 5 credit writing intensive course offered through the University of Washington in the High School program. The course is dual credited for both high school and college credit. English 131 is one of the more popular writing courses offered and covers requirements for many majors. This is a portfolio class wherein students create a portfolio that is reflective of their ability to "...write papers with complex claims that matter in academic contexts." The readings in this class are challenging and focus on academic discourse from multiple genres and disciplines. ***Offered first semester only.***

Comparative Literature 240 -"Margins and Centers: Who's In, Who's Out, and Why That Matters for All of Us" - is a second semester dual credit course associated with University of Washington in the High School, which allows high school students the opportunity to take UW classes and earn UW credit while still attending Franklin.

This particular class emphasizes literature that helps us think about how we label one another based on various social and biological features such as: gender, race, ethnicity, socio-economic status, language, citizenship status, sexuality, and ability. All societies experience this to some degree, wherein some are part of the **Center**--often with position and the power to create and enforce policy--while others are relegated to the **Margin**--with less power and the expectation to adhere to the rules and regulations dictated by the Center. For one semester, we explore these two separate and unequal worlds and address how the individual roles of identity, power, and privilege play into them. ***Offered second semester only.***

LANGUAGE ARTS SENIOR HUMANITIES

Grade 12

Full Year 1.0 credit

Requirement Satisfied: LA 12A/B

Prerequisite: Humanities Academy Teacher approval

Must be taken in conjunction with SS Senior Humanities (H)

Language Arts Senior Humanities will unravel textual material, looking behind the text for its methods of construction and persuasiveness. The Humanities Senior Project is a major focus where students will conceive and execute the project with minimal teacher guidance. The project may be extended research, community service, a performance, or an aesthetic product. The choice and approach are the students own, although primary research and an accompanying research paper are required, along with the attainment of certain standards of excellence

AP ENGLISH LITERATURE AND COMPOSITION

Grade 12

Full Year 1.0 credit

Requirement Satisfied: LA 12A/B

Prerequisite: Signature of AP Lit teacher

This is a special course for students capable of doing, and willing to undertake college-level work. This course emphasizes the intensive study of major literary works and the writing of critical analyses and expository compositions. In the fall students receive guidance in their college search and produce a polished college essay. Students are required to take both semesters of this course. Reading is required during the summer prior to the senior year.

JOURNALISM

Grades 10, 11, 12

Full Year 1.0 credit

Requirement Satisfied: .5 Occupational Ed/Elective/LA Elective Prerequisite: Application Required, Ms. Rice, room 111

The students in this course are responsible for both the production and publication of the 2017-2018 Franklin yearbook:

- a) Gather, write, and produce yearbook feature stories;
- b) Design and sell advertisements;
- c) Use the computer to lay out yearbook
- d) Develop and utilize editorial and business policies; and
- e) Learn various other skills associated with journalism.

This course requires an interest in organizing, editing, computers, and photography, and it develops an understanding of print media in general. It helps students develop research and interviewing skills, as well as clear and concise writing of news stories, feature stories, and editorials. Cooperation, leadership, and responsibility will be emphasized.

MATHEMATICS

ALGEBRA 1A/B Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Algebra 1A/B

Algebra 1 is a yearlong course that provides a practical blend of technology-related and paper-and-pencil problem solving tools. Course content emphasizes symbol sense, algebraic manipulations, and conceptual understandings. Students make sense of important algebraic concepts, learn and practice essential algebraic skills, and apply algebraic thinking. This course allows students to experience algebra through the use of multiple representations: numerical, graphic, symbolic, and verbal. This course focuses on a variety of topics: number sense, functions, linear equations and inequalities, exponential equations, quadratic equations, algebraic manipulation, systems of equations and inequalities, and data analysis.

ALGEBRA 1 LAB

Grade: 9, 10, 11, 12

Full year 1.0 credit

Requirement Satisfied: Elective

Prerequisite: Concurrent registration in Algebra 1A/B

Algebra Lab is a yearlong elective course designed to provide intensive support to students concurrently enrolled in Algebra 1A/B. This course will help students build their conceptual understanding of algebra content while practicing necessary fundamental mathematic skills. This course will reinforce what is taught in the students' Algebra 1 A/B course described above. Students may elect to enroll in Algebra 1 Lab, or may be recommended or assigned by teachers, counselors, or other school personnel.

GEOMETRY A/B Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Geometry A/B

Prerequisite: Algebra 1 A/B

Geometry is a yearlong course that will provide students with an opportunity to explore geometric relationships using tools such as compasses and straightedges, as well as other measuring devices. Students will observe patterns, discuss findings, and formulate and prove geometric conjectures. Emphasis is also on the formalization, proving, modeling, and application of concepts learned in middle school. The course will begin with the definitions of congruence and similarity in terms of rigid motions, as explored through transformational geometry. Students will explore new topics including constructions, formal proofs, properties of circles, and trigonometry. Students will also extend work they have done with linear equations in Algebra to find equations of parallel and perpendicular lines and to find the points of intersection. Additionally, students will study probability, how to make fair decisions using probability, and how to analyze decisions and strategies.

GEOMETRY A/B HONORS Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Geometry A/B

Prerequisite: Completion of Algebra 1A/B

Geometry is a yearlong course that will provide students with an opportunity to explore geometric relationships using tools such as compasses and straightedges, as well as other measuring devices. Students will observe patterns, discuss findings, and formulate and prove geometric conjectures. Emphasis is also on the formalization, proving, modeling, and application of concepts learned in middle school. The course will begin with the definitions of congruence and similarity in terms of rigid motions, as explored through transformational geometry. Students will explore new topics including constructions, formal proofs, properties of circles, and trigonometry. Students will also extend work they have done with linear equations in Algebra to find equations of parallel and perpendicular lines and to find the points of intersection. Additionally, students will study probability, how to make fair decisions using probability, and how to analyze decisions and strategies. This course involves in-depth analysis, mathematical proof, and focuses on topics to prepare students for AP mathematics courses.

GEOMETRY LAB

Grade: 9, 10, 11, 12

Full year 1.0 credit

Requirement Satisfied: Elective

Prerequisite: Concurrent registration in Geometry A/B

Geometry Lab is a yearlong elective course designed to provide intensive support to students concurrently enrolled in Geometry A/B. This course will help students build their conceptual understanding of geometry content while practicing necessary fundamental mathematic skills. This course will reinforce what is taught in the students' Geometry A/B course described above. Students may elect to enroll in Geometry Lab, or may be recommended or assigned by teachers, counselors, or other school personnel.

ALGEBRA 2 A/B Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Algebra 2A/B

Prerequisite: Completion or concurrent registration in Geometry A/B

Algebra 2 is a yearlong course that provides an opportunity for students to deepen their understanding of challenging topics in mathematics including recursion, transformations, matrices, series, and applications of statistics. This course will focus on transformations of functions including exponential, power, logarithmic, trigonometric, rational, and polynomial. The text provides a balanced mix of data-analysis and pure-algebra techniques. Algebraic techniques equip students with multiple problem-solving strategies and prepare them for higher-level courses that are algebra intensive. Students will learn to solve problems with and without a calculator.

ALGEBRA 2 A/B HONORS Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Algebra 2A/B

Prerequisite: Completion or concurrent registration in Geometry AH/BH, Geometry A/B

Algebra 2H is a year-long course that provides an opportunity for students to deepen their understanding of challenging topics in mathematics including recursion, transformations, matrices, series, and applications of statistics. This course will focus on transformations of functions including exponential, power, logarithmic, trigonometric, rational, and polynomial. The text provides a balanced mix of data-analysis and pure-algebra techniques. Algebraic techniques equip students with multiple problem-solving strategies and prepare them for higher-level courses that are algebra intensive. Students will learn to solve problems with and without a calculator. This course involves in-depth analysis, mathematical proof, and focuses on topics to prepare students for AP mathematics courses.

BRIDGE TO COLLEGE MATH

Grade: 12

Full year 1.0 credit

Requirement Satisfied: State Testing Requirements

Prerequisite: Taken Algebra 2A/B or equivalent course with or without earning credit

The course curriculum emphasizes modeling with mathematics. Topics include building and interpreting functions (linear, quadratic & exponential), writing, solving and resonating with equations and inequalities, and summarizing, representing, and interpreting data. The course is designed to focus on building conceptual understanding, reasoning and mathematical skills and provides students engaging mathematics that builds flexible thinking and a growth mindset. For seniors who score in Level 2 n the Smarter Balances 11th grade assessment and are successful in this course (B or better), the *Bridge to Collee Mathematics* course offers an opportunity to place into a college-level course when entering college directly after high school. For seniors who have not met the state testing requirement in math, passing *Bridge to College Mathematics* course and its approves assessments can meet that requirement.

ALGEBRA 2 LAB

Grade: 9, 10, 11, 12

Full year 1.0 credit

Requirement Satisfied: Elective

Prerequisite: Concurrent registration in Algebra 2A/B

Algebra 2 Lab is a yearlong elective course designed to provide intensive support to students concurrently enrolled in Algebra 2A/B. Emphasis will also be placed on preparation for the Smarter Balanced Assessment Consortium Exam. This course will help students build their conceptual understanding of algebra content while reviewing previous content from Algebra 1 A/B and Geometry A/B. This course will reinforce what is taught in the students' Algebra 2A/B course described above. Students may elect to enroll in Algebra 2 Lab, or may be recommended or assigned by teachers, counselors, or other school personnel.

ALGEBRA 3A/B

Grades 10,11,12
Full Year 1.0 Credit
Requirement Satisfied: Math
Prerequisite: Algebra 1, Geometry, and Algebra 2

Algebra 3 is a yearlong course for students who have passed Algebra 1, Geometry, and Algebra 2, but who do not feel adequately prepared for Pre-Calculus. Algebra 3 will review, practice, and build upon all of the skills from both Algebra 1 and Algebra 2 and introduce Pre-Calculus material in order to prepare students for Pre-Calculus and college math courses. The topics in Algebra 3 will also help students with standardized tests such as the Compass Test and the Smarter Balanced Assessment. Students who have completed Algebra 2 can choose between Algebra 3 and Pre-Calculus.

PRE-CALCULUS A/B

Grades 10,11,12
Full Year 1.0 credit
Requirement Satisfied: Math
Prerequisite: Algebra 2 A/B

Pre-Calculus is a yearlong course in the study of advanced functions. Students will build on their prior knowledge in Algebra 1, Algebra 2, and Geometry to study functions including quadratic, linear, direct variation, power, exponential, logarithmic, absolute value, inverse variation, rational, and trigonometric. This course will explore modeling and other applications rooted in the functions listed above.

PRE-CALCULUS A/B HONORS

Grades 10,11,12
Full Year 1.0 credit
Requirement Satisfied: Math
Prerequisite: Algebra 2 A/B, Algebra 2 A/B Honors

Pre-Calculus Honors is a yearlong course. This course is designed as the fourth year of the five-year college preparatory Honors Mathematics sequence. A major aspect of this course is the extension and application of the important concept of "function." Emphasis will be placed on quadratic, polynomial, rational, circular, trigonometric, exponential and logarithmic functions, as well as the unique features of the real and complex number systems. The concept of continuity will be studied along with other preliminary ideas of calculus. Additional course content may be added if time permits. This course involves in-depth analysis, mathematical proof, and focuses on topics to prepare students for AP mathematics courses.

AP CALCULUS A/B

Grades 10,11,12
Full Year 1.0 credit
Requirement Satisfied: Math
Prerequisite: Pre-Calculus A/B or Pre-Calculus A/B Honors

This course is designed as the fifth year of the five-year college preparatory math sequence. It is a college-level course in calculus with complete theory and mathematical rigor. The course includes differentiation and integration of algebraic and transcendental functions and analytic geometry. Use of graphing calculators is required. Students are expected to be prepared for the Advanced Placement Exam in May and may earn college credit with a qualifying score.

AP STATISTICS

Grades 10,11,12
Full Year 1.0 credit
Requirement Satisfied: Math
Prerequisite: Pre-Calculus, Calculus or Algebra 2 A/B Honors
or teacher recommendation

This is a yearlong course for students who wish to complete studies equivalent to a one semester, introductory, non-calculus based college course in statistics. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are expected to be prepared for the Advanced Placement Exam in May and may earn college credit with a qualifying score.

PROBABILITY AND STATISTICS

Grade: 11, 12
Full year 1.0 credit
Requirement Satisfied: Algebra 2 A/B

Students will deepen their understanding of the challenging topics in data analysis, including permutations and combinations, probability and frequency distributions, measures of central tendency and dispersion, sampling distributions, and hypothesis testing. The course is recommended for students who plan to enter fields such as economics, business, psychology, sociology, health sciences or physical sciences.

PHYSICAL EDUCATION

Students will increase knowledge of their bodies and how they function while participating in vigorous physical activity. An understanding of good health, daily exercise, and an appreciation of a sound diet as part of a healthy life-style are taught. Students will be encouraged to compete with themselves, not each other, while improving skills. Each unit taught requires full participation, skills testing and written exams. Our department will work hard to fulfill all mandated 'Seattle School District' requirements, including the 'Presidential Youth Physical Fitness Program. Parents are welcome and encouraged to take an active part in their child's education by visiting classes.

HEALTH EDUCATION

Grade 9

One Semester .5 credit

Requirement Satisfied: Health

The theme for the semester will be community. There will be an interdisciplinary approach to our educational process. We will work on the a) Way of self, b) Way of skill and c) Way of interdependence. This course is designed to cover the physical, social, and emotional determinants of health. (Also known as the health triangle). The course will cover communicable disease control, first aid, CPR (cardio pulmonary resuscitation), drug information (awareness), human development, nutrition, mental health and a basic understanding of what to ask and look for during a doctor's visit: such as understanding sphygmomanometer readings, EKG readings, Electroencephalogram readings. Teaching strategies will enable students to utilize decision making and coping skills, enhance their self-concept, and acquaint them with health-related community resources. The class will also provide information on some of the latest innovations in health technology.

PERSONAL FITNESS

Grade 9

One Semester .5 credit

Requirement Satisfied: Physical Education & PE Comp. Test

"Five for Life" is a research-driven, standards-based curriculum designed to teach the principles of health and fitness while continually improved students' fitness levels. Based on the five components of fitness – cardiovascular endurance, muscle strength, muscle endurance, body composition and flexibility – it incorporates fitness-related activities and motor-skill development with academic content. Students are taught meaningful fitness concepts and vocabulary which empower them to make healthier choices.

CONDITIONING AND WEIGHT TRAINING

Grades 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Physical Education

This course is offered to students desiring to develop or maintain a high level of fitness, and/or to provide activity and diet information for effective weight control. Weight training and conditioning includes running, the use of Universal weights and basic weight training equipment.

ADVANCED WEIGHT TRAINING

Grades 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Physical Education

Prerequisite: Conditioning and Weight Training 1

This course is offered to those students who have attained a higher degree of fitness and strength, and have demonstrated the knowledge in using Universal and free weights.

INDIVIDUAL SPORTS

Grades 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Physical Education

This course offers continued development of skills in traditional individual sports from beginning to advance. Skills will be taught and developed with

emphasis places on daily improvement with physical activity becoming part of a lifelong learning routine. Cooperation and teamwork are essential when competing in advanced classes.

TEAM SPORTS

(BASKETBALL/FITNESS/FOOTBALL/SOCCER/SOFTBALL)

Grades 10, 11, 12

One Semester .5 credit

Requirement Satisfied: Physical Education

This course offers continued development of skills in traditional sports from beginning to advanced. Skills will be taught and developed with emphasis placed on daily improvement with physical activity becoming part of a life-long learning routine. Cooperation and teamwork are essential when competing in advanced classes. Competition is sometimes fierce and it is important that students learn to work together.

SCIENCE

The Science Department offers a variety of laboratory courses designed to promote science literacy and to develop an appreciation of the principles and applications of science. Two years (4 semesters) of science are required for Seattle Public Schools high school graduation. Students may select from the following offerings based on their interests and anticipated future plans. Students will be counseled by the staff to help them select the appropriate classes. ***All science courses are lab sciences and meet SPS Lab Science requirements.***

PHYSICS A/CHEMISTRY A

Grade 9

Full Year 1.0 credit

Requirement Satisfied: Science with Lab, Honors Option

This course is organized into two semesters. Semester 1: Physics A: Wave properties and technology, students will study Newton's Law of Gravitation, Coulomb's Law, speed of waves, electromagnetic radiation and its effects on matter, technological devices, Big Bang theory, digital transmission and storage of information. Semester 2: Chemistry A: Origin of the Elements and Material Science, students will study fission, fusion, and radioactive decay, properties of elements, simple chemical reactions, structure of substances and forces between particles, designing materials, life span of the sun, and the way stars produce elements. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

BIOLOGY A/B

Grade 10

Full Year 1.0 credit

Requirement Satisfied: Science with Lab

this course is organized into two semesters. semester 1: Biology A: tracing matter and energy, students will study the formation of carbon-based molecules, organization of multicellular organisms, homeostasis, mitosis, cellular respiration, aerobics and anaerobic conditions, ecosystems, photosynthesis, impacts on human activity, and energy and mineral resources.

CHEMISTRY I/II

Grades 11, 12

Full Year 1.0 credit

Requirement Satisfied: Science with Lab

This is a two-semester course for college-bound students. The course addresses the structure, properties and behavior of matter. Frequent lab work supplements the study of both theoretical and applied chemistry. Content areas include: the structure of the atom, chemical reactions, quantitative chemistry (stoichiometry), periodicity of the elements, states of matter and bonding. Options include: acids and bases, nuclear chemistry and electrochemistry.

PHYSICS I/II

Grades 11, 12

Full Year 1.0 credit

Recommendations: Concurrent enrollment in Algebra 2 or higher and successful completion of Biology.

Physics is a yearlong, algebra based lab science class for juniors and seniors. Concepts covered include study of motion, forces, energy, waves (both sound and light), and basic electric circuits.

ASTRONOMY (SCIENCE SURVEY)

Grades 11, 12
One Semester .50 credit
Requirement Satisfied: Science with Lab /Elective

We live in a very big universe filled with stars, galaxies, and other worlds. The universe is described by a set of knowable rules and humans have found out a way to figure out these rules. Individual topics in the class include: light and telescopes, space exploration and exploitation, the Earth/Moon system, motions and origin of the solar system, planets and their moons, life and death of stars, and life on other worlds.

AP CHEMISTRY

Grades 11, 12
Full-year 1.0 credit
Requirement Satisfied: Science with Lab /Elective
Prerequisite: Concurrent enrollment in Algebra 2 or higher ND successful completion of Chemistry.

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP ENVIRONMENTAL SCIENCE

Grades 11, 12
Full year 1.0 credit
Requirement Satisfied: Science with Lab /Elective
Recommendations: Concurrent enrollment in Algebra 2 or higher AND successful completion or concurrent enrollment in Chemistry.

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP PHYSICS 1

Grades 11, 12
Full year 1.0 credit
Requirement Satisfied: Science with Lab/Elective
Recommendations: Concurrent enrollment in Algebra 2 or higher.

AP Physics 1 is an algebra-based lab science, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitations; energy momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

SOCIAL STUDIES

Social Studies are the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

WORLD HISTORY I/II

Grade 9
Per Semester .5 credit
Requirement Satisfied: World History I/II, Honors Option

This class is organized as a Pre-Advanced course of study in preparation for the AP World History III/IV class taken by all 10th grade students. The course of study begins with the earliest human beginnings and progresses through the year 1450 CE. Essential questions and themes are identical to

the standard Advanced Placement Course.

AP HUMAN GEOGRAPHY I/II

Grade 10 (Humanities Academy)

Per Semester .5 credit

Requirement Satisfied: World History III/IV

This course explores the impact of Western philosophy and art on the global scene. Students use concepts such as revolution, nationalism, leadership, loyalty and power to examine historical eras from the Renaissance to the present. Primary sources are used whenever possible to provide an authentic voice. Art, literature, philosophy and social history are emphasized along with political and economic history.

In addition to factual content, major skill development is placed on essay writing, seminar discussions and analysis of visual arts. This Advanced Placement course is designed to prepare students to take the AP Exam in the spring.

AP HUMAN GEOGRAPHY III / IV

Grade 10 (AOF, CREATE, PSA)

Full Year 1.0 credit

Requirement Satisfied: World History III/IV

The primary intent of the AP World History course is to teach the history of the world from a truly global stance rather than from the dominant perspective of western civilization. This approach therefore places emphasis on worldwide historical processes and connections among the whole gamut of human societies. Students are exposed to many primary sources in an effort to show them how historical analysis works and how they can proceed to make their own informed interpretations of world events, both past and present. This course will prepare students to take the Advanced Placement test in the spring.

AP PSYCHOLOGY 1/2

Grade: 9, 10, 11, 12

Full year 1.0 credit

Requirement Satisfied: Occupational Education, Social Studies, and/or Elective

AP Psychology is the first course in a yearlong sequence that prepares students to take the AP Psychology exam and receive college credit. AP Psychology 1 is a systematic study of behavior and mental processes of human beings designed to expose students to each major subject field of psychology. The course covers topics, including: history and approaches, research methods, biological basis of behavior, sensation and perception, state of consciousness, learning and cognition, motivation and emotion. It enables students to examine methods of psychology used in the science and practice. Students may test for the AP Psychology Exam. The course qualifies for CTE cross credit in Relationships, and Social Studies.

AP Psychology 2 is the second course in a yearlong sequence that prepares student to take the AP Psychology Exam and receive college credit. AP Psychology 2 is the second course of a year-long systematic study of behavior and mental processes of human beings designed to expose students to each major subject field of psychology. The course covers topics including: developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. It enables students to examine method of u used in their science and practice. Students may test for the AP Psychology Exam. Th course qualifies for CTE cross credit in Family Systems and Social Studies.

SOCIOLOGY /GLOBAL STUDIES/URBAN ISSUES

Grade 11, 12

One Semester .5 credit

Requirement Satisfied: Social Studies Elective

Scheduling preference is given to PSA 11th grade students.

In Sociology, students use sociological theories and methods to analyze current social issues such as sexual identity, alcohol/drug use, poverty, racial/ethnic inequality and crime/criminal justice. Students work to analyze causes, interactions, policy and possible solutions. For many students, the final projects they complete in Sociology are used as a basis for their senior project.

U.S. HISTORY 11 A/B

Grade 11

Full Year 1.0 credit, Honors Option

Requirement Satisfied: US History 11 A/B

This is a comprehensive study of US History from the colonial period to the twenty-first century, with an emphasis on the Constitution, the Civil War, Reconstruction, Industrialization, Expansion, and the twentieth century through the Vietnam War.

US History builds on reading, writing and analytical skills through use of the Common Core State Standards. Students will use a variety of reading strategies, which will prepare students to analyze both primary and secondary documents. Additionally, students will build critical writing skills by producing several thoughtful essays and projects, each with a strong thesis and relevant supporting evidence. Small group and whole class discussion are foundations of the curriculum.

MOCK TRIAL/ADVANCED SPEECH

Grades 10, 11, 12

One semester .50 credit (repeatable)

Requirement Satisfied: Social Studies Elective/.50 Occ. Ed

Prerequisite: Permission from instructor

Close reading, interpretation, writing and performance of a theatrical trial. The course will include opportunities to develop skills in opening and closing statements, direct and cross examinations, and character development. Students who are interested in participating in Mock Trial should speak with the instructor before signing up for this class.

AMERICAN GOVERNMENT AND POLITICS

Grade 12

One Semester .50 credit

Requirement Satisfied: American Govt/Culminating Project

This one semester course surveys the American political system, and captures some of the dynamics and drama involved in political decision-making. Students explore the founding principles of the United States government within the context of today's media, voting and elections, and the criminal justice system. Students will study and debate current issues and understand legal precedent. Students leave the course recognizing the complexity of our political world, but more importantly how to analyze and engage that world to produce practical results that reflect their hopes and dreams for America in the 21st century.

AP AMERICAN GOVERNMENT

Grade 12

Full Year 1.0 credit

Requirement Satisfied American Government/Culminating Project

The Advanced Placement Government course is a project-based, hands-on and minds-on AP course. This course provides students multiple opportunities to develop an analytical perspective on government and politics in the United States, to develop civic commitment and capacity, and to build a well-informed, thoughtful response to the question: *What is the proper role of government in our democracy?*

SOCIAL STUDIES SENIOR HUMANITIES (Honors)

Grade 12

Full Year 1.0 credit

Requirement Satisfied: Elective credit

Prerequisite: Humanities Academy Teacher approval

Must be taken in conjunction with LA Senior Humanities (H)

Social Studies Senior Humanities will foray into the history of philosophy. The Humanities Senior Project is a major focus where students will conceive and execute the project with minimal teacher guidance. The project may be extended research, community service, a performance, or an aesthetic product. The choice and approach are the students own, although primary research and an accompanying research paper are required, along with the attainment of certain standards of excellence.

ASB LEADERSHIP CLASS

Grades 9, 10, 11, 12

Full Year 1.0 credit

Requirement Satisfied: Elective credit

Prerequisite: Elected to ASB/Class Officer/Inter-High Rep/Rumbler.

The ASB Leadership class is intended for elected representatives of the Franklin High School Associated Student Body. Upon completion of the course, students should be able to: demonstrate the ability to communicate within the ASB and the school at-large, apply proper procedures for leading meetings, apply proper procedures for fundraising and managing organizational finances, develop effective project management skills, and demonstrate their ability to coordinate service projects. Students are expected to complete 25 hours of community service per quarter in addition to the work that they complete in class.

TECHNOLOGY EDUCATION

Technology Education prepares youth for the world in which they live. Experiences are provided that uncover, develop, release, and realize individual potential. Because the world culture is distinctly characterized as technological, it becomes the function of the schools to give every student an insight and understanding of the technological nature of the culture.

INTRODUCTION TO ENGINEERING DESIGN

Grades 9,10,11,12

One Semester .5 credit

Requirement Satisfied: Occupational Education

This class is designed for students who are interested in Engineering with an emphasis in design. Topics covered include theory and practice in graphical representation and visualization of three dimensional objects; descriptive geometry; orthographic projection or principal and auxiliary views; sections; pictorials; development and dimensioning theory; includes an introduction to parametric solid modeling using Inventor and/or AutoCAD. Students will complete design projects individually and in groups.

PRINCIPLES OF ENGINEERING

Grades 10, 11, 12

One Semester .50 credit

Prerequisite: Intro. To Engineering

Requirement Satisfied: Occupational Education

(Or Science elective – grades 11, 12)

This class is designed for students who are interested in Engineering with an emphasis on the underlying principles. The class progresses through basic mechanics, dynamics, thermodynamics, fluids, statics, materials science, electricity, control systems, computer programming and robotics. Students completing this course will have learned many of the fundamentals that are covered in the first year of a University engineering program.

QTV1: MEDIA ISSUES AND VIDEO PRODUCTION

Grades 9, 10, 11, 12

One Semester .50 credit

Requirement Satisfied: Occupational Education or Fine Arts

Are you media literate? Television and video is a major means of communication and information for young people today. In this class students will learn through a hands-on approach to video production. Students will learn about the three phases of production and take on production jobs including small format field production, editing, script writing, set design, lighting, talent, camera work, audio production, directing and graphic design for a variety of projects. Also, through written and verbal analysis of a variety of media, students will increase their understanding of the technical and aesthetic aspects of the message communicated. A variety of productions will be studied including news, advertising, film and entertainment. Class projects may be broadcast on QTV, the district cable channel, the Internet and/or entered in local and national contests.

QTV2: VIDEO PRODUCTION II

Grades 10, 11, 12

One Semester .50 credit

Requirement Satisfied: Occupational Education or Fine Arts

Prerequisite: QTV1: Video Production 1

Lights, Camera, Action! This project class is a continuation of QTV1. Students in this class will produce a regularly broadcast news-magazine show for Franklin. Improvement of skills in all three parts of the production process will include writing effective stories, advanced camera operations and editing techniques, and adding special effects. In addition, students will produce documentaries and short films for the school, community, and local and national contests entry pieces.

DIGITAL PHOTOGRAPHY I

Grades 9, 10, 11, 12

One Semester .50 credit

Lab Fee: \$25.00

Requirement Satisfied: Occupational Education or Fine Arts

This course is designed to explore digital photography as a method of creative visual communication. Course content covers basic camera operation and principles of photography such as photo composition, the basics of camera operation, depth of field, different types of photography (i.e. action, landscape, and portrait), time exposure, etc. The course will also serve as an introduction to a variety of computer applications including Photoshop and the digital development of images. This course will assist those students seeking a career in any of the graphic arts and communication fields.

WOOD TECHNOLOGIES 1 or 2

Grades 9,10,11,12

One Semester .50 credit

Requirement Satisfied: Occupational Education

Classes will be offered emphasizing both shop work and basic home construction techniques. The shop classes will be used to develop basic wood working skills and safety awareness. After completion of the introductory shop class, the students may continue learning fundamental wood construction techniques. After successful completion of wood construction module and verification of competence, students may qualify for entry into Seattle Central Community College Center for Wood Technology at Gompers Campus, Green River Community College or Peninsula College.

Shop classes will emphasize furniture and cabinet construction, plastic and wood lamination and lathe work. Wood construction classes will cover concrete work, basic framing, plumbing and electric work, insulation, windows, siding, roofing, drywall, painting, plastic laminates, floor coverings and millwork.

ADVANCED WOOD TECHNOLOGIES—WOOD 3

Grades 10, 11, 12

One Semester .50 credit

Requirement Satisfied: Occupational Education

Prerequisite: Wood Technologies 1 & 2

Advanced Woodworking is available to students who have taken Wood Technologies 1. Students are able to chart their own curriculum and be self-directed in their project selection. You will be able to design and build more complex projects that entail advanced techniques. Students are expected to choose projects that are more difficult in scale and research techniques needed to complete them.

WORLD LANGUAGES

Courses in the World Language department are sequential. Students may not enter a particular level without successfully completing all preceding levels, or demonstrating content knowledge through an appropriate assessment process. For students who need additional time or practice in the first or second levels of a language, it is possible to retake courses under a "Proficiency" title. Courses with suffix "A" are offered fall semester, and courses with suffix "B" in the spring.

All world language courses are electives; all qualify for college entrance requirements.

CHINESE 1A/B (Mandarin)

Grades 9,10,11,12

Full Year | 1.0 credit

Graduation Requirement Satisfied: Elective

Performance Level: Novice Low - Mid.

Chinese 1 is a one year high school course that introduces students to Chinese language and culture. The course prepares students to carry on basic conversations in Chinese, read and write simple sentences about familiar topics, and explore how and where Chinese speakers live. Close attention will be paid to development of communicative skills that focus on listening comprehension, speaking, and written expression.

At the conclusion of this course, students will:

-Ask and answer questions

- Carry on simple conversations on familiar topics
- Express basic opinions and needs
- Read and write short paragraphs on familiar topics (read 50 words, write 40 characters)
- Gain knowledge and understanding of Chinese culture

The Chinese curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to talk about oneself and one's surroundings. Course objectives encourage students to talk about themselves, friends and family, school, food, and hobbies.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students in gaining a larger global perspective while learning to communicate with different types of people. As a result, students are prepared to carry on short conversations in Chinese, read short paragraphs about a variety of topics, and understand the products and practices of Chinese culture. Through a structured progression of topics that are student focused, students will gain the knowledge and skills that will enable them to become global citizens.

CHINESE 2A/B (Mandarin)

Grades 9,10,11,12

Full Year | 1.0 credit

Graduation Requirement Satisfied: Elective

Performance Level: Novice Mid - High.

Chinese 2 is a year-long high school course that builds upon skills developed in Chinese 1. The course prepares students to comprehend and sustain a conversation about travel and living abroad, health, leisure activities, holidays, and different ways of life. Students will read written materials on topics of personal interest and derive meaning from selected authentic texts. They will write about familiar topics and on a variety of lifestyles in Chinese. Close attention will be paid to developing communicative skills. Upon conclusion of this course, students will be able to:

- Initiate and sustain conversation on familiar topics with pronunciation that does not interfere with communication
- Ask and answer a variety of questions with justification
- Express opinions, feelings and needs, provide solutions to problems
- Comprehend main ideas of selected authentic audio recordings, broadcasts and video, and understand selected authentic texts by reading 100 characters and writing 50 characters.
- Read and write short paragraphs, stories, skits, and dialogues on familiar topics (up to 100 characters)
- Gain knowledge and understanding of Chinese culture

The Chinese 2 curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language elements to use and understanding of phrases and vocabulary in reading, writing, listening and speaking. Course objectives encourage students to talk about self, family, friends, interests, daily routines, school, health, travel and personal history.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students in gaining a larger global perspective while learning to communicate with different types of people. As a result, students are prepared to sustain conversations in Chinese, read and write paragraphs about a variety of topics in Chinese, and understand the products and practices of Chinese culture. Through a structured progression of student focused topics, students will gain the knowledge and skills that will enable them to become global citizens.

MANDARIN CHINESE 3A/B

Grades 9,10, 11, 12

Full Year 1.0 credit

Requirement Satisfied: Elective

This course continues development of students' productive and receptive skills at the paragraph level. It is designed for students who have completed two years of formal training in Chinese, or who can demonstrate that they have acquired knowledge of the language to the required level.

Students' ability in listening, reading, speaking and writing will continue to be developed and expanded through exploring various topics. Major topics covered are leisure time, diet and health, transportation, vacation travel and geography.

Students have C or above in Chinese 2A/B or can demonstrate language proficiency level at novice-high level or above.

MANDARIN CHINESE 4

Length/Credit: 1 year/ 1 elective credit

Prerequisite: Completion of Chinese 3 or equivalent

Mandarin Chinese 4 is a one-year course for students with the language proficiency of Intermediate-mid and higher. This course provides more extensive development and practice in three different modes of communication and four skills of language learning. It also increases awareness of Chinese culture. The course is designed by different themes around the contemporary life. Students will explore a range of sources including literature, art, history, geography, Chinese society, and current events. Classroom instructions and interactions are almost entirely in Mandarin Chinese, and students are expected to participate fully.

CHINESE AP (MANDARIN)

Grades 9, 10, 11,12

Full Year | 1.0 credit

Requirement Satisfied: Elective

Prerequisite: Prerequisite: Completion of Chinese 4 or equivalent

Mandarin Chinese AP is one-year course for students with the language proficiency of Intermediate-mid and higher. It serves as a preparation for the AP Chinese Language and Culture Exam. It is a comprehensive review to equip students both linguistically and culturally to communicate successfully about the topics relating to multiple aspects of Chinese society and culture. Students will explore a range of sources including literature, art, history, geography, Chinese society, and current events. Classroom instructions and interactions are conducted entirely in Mandarin Chinese, and students are expected to participate fully.

FRENCH 2 A/B

Grades 9,10,11,12

Full Year | 1.0 credit

Requirement Satisfied: Elective

Performance Level: Novice Mid - High.

French 2 is a year-long course that builds upon skills developed in French 1. Students will learn language skills necessary to survive in a French-speaking country, express opinions and needs, have conversations in French, and learn how to live like a local in any French-speaking country. The course prepares students to comprehend and sustain a conversation about travel and living abroad, health, leisure activities, holidays, and different ways of life. Students will read materials on topics of personal interest and derive meaning from selected authentic texts. They will write about familiar topics and explore how and where French-speaking people live. Close attention will be paid to developing communicative skills. At the conclusion of this course students will be able to:

- Carry on conversations on familiar topics with pronunciation that does not interfere with communication
- Ask and answer a variety of questions with some explanations
- Express opinions, feelings and needs, providing solutions to simple problems
- Comprehend the main ideas of selected authentic audio recordings, broadcasts and video and understand selected authentic written texts
- Write short paragraphs, stories, skits, and dialogues on familiar topics (up to 150 words)
- Gain knowledge and understanding of the people and cultures of the Francophone world

The French 2 curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language about self, family, and friends to understanding and using language related to travel and living in a French-speaking country. The course objectives encourage students to talk about travel and living abroad, health, leisure activities, holidays, and different ways of life in the French-speaking world.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens students' global perspective as they learn to communicate with different types of people in the French-speaking world. As a result students are prepared to carry on longer conversations in French, read and write paragraphs on topics related to travel and living in the French-speaking world, and describe the products and practices of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain the knowledge and skills that will enable them to communicate with respect with people from the Francophone world, thus enabling them to become engaged global citizens.

FRENCH 3 A/B

Grades 10,11,12

Full Year | 1.0 credit

Requirement Satisfied: Elective

Prerequisite: Teacher Signature Required

Performance Level: Novice High - Intermediate Low.

French 3 is a year-long high school course that expands the students' knowledge of the French-speaking world through traditional and modern art, literature, and music. Students will engage in extended conversations, provide and obtain detailed information, express opinions, feelings, and emotions and more precise nuances on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to increasing precision in expressing and understanding language via the use of homonyms, synonyms, tentative expressions. Students will increase familiarity with the history of the Francophone people, and demonstrate an understanding of the relationship between the practices, products and perspectives of Francophone people. At the conclusion of this course students will be able to:

- Engage in extended conversations on a variety of topics
- Express opinions, feelings, and emotions on a variety of topics.
- Comprehend main ideas and some supporting details of selected authentic audio recordings, broadcasts, video, and written texts.
- Write essays, stories, skits on a variety of topics (up to 300 words).
- Identify, use, and compare/contrast some common social conventions, social courtesies and gestures in predictable everyday situations in the French-speaking world.
- Gain knowledge and understanding of the art, literature, and music of French-speaking world

The French 3 curriculum is guided by a set of rigorously vetted course objectives that span daily interactions while living in a French-speaking community to more complex word use/choice and creatively using learned phrases and vocabulary to talk about a variety of topics. The course objectives encourage students to talk about preferences in music, art, and literature, and to interact with Francophone culture with respect and understanding.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens students' global perspective as they increase their ability to communicate with a variety of people in socially-appropriate ways. As a result, students are prepared to carry on formal and informal conversations in French. They can comprehend selected authentic audio, video, and written texts especially about the music, art, and literature of the Francophone world. They can communicate understanding of some products, practices, and perspectives of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain knowledge and skills that will enable them to become better acquainted with French speakers and to further their development as global citizens.

JAPANESE 1 A/B (THIS LANGUAGE MAY BE PHASED OUT AT FHS DEPENDING ON ENROLLMENT)

Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Elective

Performance Level: Novice Low - Mid.

Japanese 1 is a year-long, two semester high school course that introduces students to the Japanese language. Students show their understanding by using Japanese correctly in speaking, reading, writing, and listening activities. The course prepares students to develop their speaking and writing skills to meet the communication needs of real-life situations using Japanese. Students not only improve their communication skills in Japanese, but also develop critical thinking skills along with a deeper appreciation of Japanese culture and of the cultural diversity in the world.

At the conclusion of this course students will be able to ask and answer questions, carry on simple conversations, express simple opinions and needs, read and write short paragraphs, gain knowledge and understanding of Japanese culture.

The Japanese curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition in Japanese KANA formats, 10-25 common KANJI, to using memorized phrases and familiar vocabulary to talk about oneself and surroundings. The course objectives encourage students to talk about themselves, their friends and family, school, food, and free time activities.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in Japanese. The course broadens students' global perspective as they learn to communicate with different types of people in Japanese. As a result, students are prepared to carry on simple, short conversations in Japanese to get or give information, read and write short paragraphs on selected topics in Japanese, and understand some of products, practices and perspectives of Japanese culture. Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain the knowledge and skills that will enable them to meet and understand a Japanese speaker and to become better global citizens.

At the conclusion of the course students will demonstrate proficiency in the Japanese language at the Novice Low level on the ACTFL proficiency scale. Students will have a ready command of simple, concrete expressions in verbal and written formats. They will be prepared to focus on extending their vocabulary and range of real life communication situations with a variety of people of different social standings that require switching between formal and informal, gender specific speech practices, as well as learning KANJI in the Japanese 1B course.

JAPANESE 2 A/B

Grades 9,10,11,12

Full Year 1.0 credit
Requirement Satisfied: Elective

Performance Level: Novice Mid.

Japanese 2 is a year-long course that builds upon skills developed in Japanese I. Students learn language skills necessary to survive in Japan, express opinions and needs, have conversations in Japanese, and learn how to live like a local in any Japanese community. The course prepares students to comprehend and sustain a conversation about travel and living abroad, health, leisure activities, holidays, and different ways of life. Students will read written materials on topics of personal interest and derive meaning from selected authentic text. They will write about familiar topics and a variety of lifestyles in Japan. Close attention will be paid to developing communicative skills. At the conclusion of this course students will be able to initiate and sustain conversation on familiar topics with pronunciation that does not interfere with communication; ask and answer a variety of questions with justification; express opinions, feelings and needs, providing solutions to problems; comprehend main ideas of selected authentic audio recordings, broadcasts and video and understand selected authentic written text by reading 100 - 130 KANJI and writing 50 - 80 KANJI; write short paragraphs, stories, skits, and dialogues on familiar topics (up to 100 words); gain knowledge and understanding of Japanese culture.

The Japanese 2A curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language elements to expanding the use and understanding of phrases and vocabulary in reading, writing, listening and speaking. The course objectives encourage students to talk about food, eating out, shopping, travel/directions, school life, health, leisure activities, seasonal events, and part-time work situations.

This course prepares students for college and career through a carefully constructed course of study. The course broadens students' global perspective while learning to communicate with different types of people. As a result students are prepared to sustain conversations in Japanese, read and write paragraphs about a variety of topics in Japanese, and understanding the products, practices, and perspectives of the Japanese people. Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain the knowledge and skills that will enable them to become engaged global citizens. At the conclusion of the course students will demonstrate proficiency in the Japanese language at the Novice Mid level on the ACTFL proficiency scale. In Japanese 2A students will have a ready command of basic communicative use of the Japanese language preparing them for the focus of more complex use of the Japanese language in Japanese 2B.

JAPANESE 3 A/B

Grades 10,11,12

Full Year 1.0 credit

Graduation Requirement Satisfied: Elective

Performance Level: Novice High.

Japanese 3 is a year-long, two semester course that enables students to read 300 KANJI and write 150 KANJI. Students will engage in extended conversations, provide and obtain more detailed information, express feelings and emotions more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to variance in language use of homonyms, synonyms, tentative expressions. Students will increase their understanding of the history of the Japanese people, and demonstrate an understanding of the relationship between the practices, products and perspectives of Japanese people.

At the conclusion of this course students will be able to comprehend simple statements and respond to simple commands and questions on the basis of learned materials; express ideas and some details in phrases and sentences on a variety of topics; comprehend main ideas and some supporting details from simple narratives and materials, such as menus, notes and schedules; write/compose short messages, notes and simple guided paragraphs; identify, use, and compare/contrast some common social conventions, social courtesies and gestures in predictable everyday situations.

The Japanese 3 curriculum is guided by a set of rigorously vetted course objectives that span word use/choice in Japanese in both KANA and KANJI formats, to creatively using learned phrases and familiar vocabulary to talk about a variety of topics and situations related to teenager culture. The course objectives encourage students to talk about themselves, their friends, family, school, food, lifestyles and free time activities in urban settings.

This course prepares students for college and career through a carefully constructed course of study. The course leads students in gaining a larger global perspective while learning to communicate with a variety of people in socially appropriate ways. As a result, students are prepared to carry on formal and informal conversations in Japanese to get or give information, read and write paragraphs on selected topics in Japanese, and communicate their understanding of some products, practices, and perspectives of Japanese culture using the target language. Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain knowledge and skills that will enable them to deepen a mutual relationship with a Japanese speaker and to practice being a better global citizen. At the conclusion of the course students will demonstrate proficiency in the Japanese language at the Novice High level on the ACTFL proficiency

scale. Students will have a ready command of the structures of the Japanese language and cultural practices/perspectives preparing them for the focus on increased accuracy and control of linguistic elements in Japanese 4 so that they may demonstrate proficiency on the AP Exam Level 3 and above, or on the IB Exam Score 3 and above.

SPANISH 1 A/B

Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Elective

Performance Level: Novice Low - Mid.

Spanish 1A is a high school course that introduces students to Spanish language and Spanish-speaking culture. The course prepares students to carry on basic conversation in Spanish, read and write simple sentences about familiar topics, and explores how and where Spanish-speaking people live. Close attention will be paid to developing communicative skills that focus on listening comprehension and speaking, as well as written expression. At the conclusion of this course, students can ask and answer questions; carry on simple conversations; express opinions and needs; read and write short paragraphs; gain knowledge and understanding of Spanish-speaking culture.

The Spanish curriculum guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to talk about oneself and their surroundings. The course objectives encourage students to talk about themselves, their friends and family, home, school, food, clothing, travel, and interests.

This course prepares students for college and career through a carefully constructed course of study that builds language and culture proficiency. The course broadens students' global perspective as they learn to communicate with different types of Spanish-speaking people. As a result students are prepared to carry on short conversations in Spanish, read and write short paragraphs about a variety of topics in Spanish, and understand the products and practices of Spanish-speaking cultures. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to become global citizens. At the conclusion of the course students will have a ready command of basic communicative use of the Spanish language at the ACTFL Novice-low to Novice-mid level preparing them for the focus of more complex use of the Spanish language in Spanish 2.

SPANISH 2 A/B

Grades 9,10,11,12

Full Year 1.0 credit

Requirement Satisfied: Elective

Performance Level: Novice Mid - High.

Spanish 2 is a year-long high school course that builds upon skills developed in Spanish 1. The course prepares students to comprehend and sustain a conversation about self, family, friends, interests, daily routine, health, school, travel and personal history. Students will read written materials on topics of personal interest and derive meaning from selected authentic text. They will write about familiar topics and explore how and where Spanish-speaking people live. Close attention will be paid to developing communicative skills. At the conclusion of this course students will be able to initiate and sustain conversation on familiar topics with pronunciation that does not interfere with communication; ask and answer a variety of questions with justification; express opinions, feelings and needs, providing solutions to problems; comprehend main ideas of selected authentic audio recordings, broadcasts and video and understand selected authentic written text; write short paragraphs, stories, skits, and dialogues on familiar topics (up to 150 words); gain knowledge and understanding of Spanish-speaking culture.

The Spanish 2 curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language elements to expanding the use and understanding of phrases and vocabulary in reading, writing, listening and speaking. The course objectives encourage students to talk about self, family, friends, interests, daily routine, health, school, travel and personal history.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in Spanish. The course broadens students' global perspective as they learn to communicate with different types of people in the Spanish-speaking world. As a result students are prepared to carry on longer conversations in Spanish, read and write paragraphs about a variety of topics in Spanish, and increase their understanding of the products and practices of Spanish-speaking cultures. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to become global citizens. At the conclusion of the course students will have the skills necessary to demonstrate proficiency in the Spanish language at the Novice Mid to High levels on the ACTFL proficiency scale. Students will have a ready command of basic communication skills in the Spanish language, preparing them for the focus of more complex use of the Spanish language and understanding of Spanish culture in Spanish 3.

SPANISH 3A/B

Grades 10,11,12

Full Year | 1.0 credit

Requirement Satisfied: Elective

Performance Level: Novice High.

Spanish 3 is a year-long course in which students engage in extended conversations, provide and obtain more detailed information, express feelings and emotions with more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to enhance communicative skills and enrich language production by using circumlocution, idiomatic expressions, questioning to elicit information, and deriving meaning through context. Students will demonstrate a deeper understanding of the relationship between the practices, products and perspectives of Spanish-speaking people.

At the conclusion of this course students will be able to initiate and engage in conversation on familiar topics with more spontaneity; ask and answer a variety of questions with justification; express opinions, feelings and attitudes using appropriate vocabulary; understand both in/formal authentic audio recordings, broadcasts and video; use knowledge of Spanish language structure to derive meaning from a variety of authentic written text; write organized, coherent pieces incorporating a variety of details and description using both simple and complex sentence structures (up to 200 words); acknowledge, compare, and discuss the practices, beliefs and perspectives of Spanish-speaking cultures; identify, use, and compare/contrast some common social conventions, social courtesies and gestures in everyday situations.

The Spanish 3 curriculum is guided by a set of rigorously vetted course objectives that span the formation of simple structures to more complex sentence structure and word choice to creatively describe a variety of topics and situations. The course objectives encourage students to talk and write about identity, technology and communication, food and travel, healthy lifestyle, art and music, careers and the future.

This course prepares students for college and career through a carefully constructed course of study that builds language and culture proficiency. The course broadens students' global perspective as they learn to communicate with a variety of Spanish-speaking people in socially appropriate ways. As a result, students are prepared to carry on formal and informal conversations in Spanish, to get or give information, read and write a few paragraphs about selected topics in Spanish, and communicate their understanding of some products, practices, and perspectives of Spanish culture. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to deepen a respectful relationship with a Spanish speaker and to practice being a better global citizen. At the conclusion of the course students will have the skills necessary to communicate effectively at the ACTFL Novice-high level in the Spanish language. They will be prepared to build on the more complex nuances of the Spanish language in Spanish 4.

SPANISH 4 A/B

Grades 9-12

Full Year | 1.0 credit

Requirement Satisfied: Elective

Prerequisite: Successful Completion of Spanish 3A/B or appropriate score on STAMP test or equivalent

Performance Level: Intermediate Low - Mid.

Spanish 4 is a year-long course that helps students develop and express opinions, debate meaningful issues, read and write in the Spanish language, and watch and understand Spanish media. The course prepares students to carry on complex and extended conversations in Spanish, read and write narrative, persuasive, and analytic essays, and to engage with the Spanish-speaking culture. Close attention will be paid to refining all communicative skills: listening, speaking, reading, and writing.

At the conclusion of this course students will express opinions about topics discussed and make recommendations; present information through speeches and longer compositions; understand formal and informal presentations in Spanish spoken by native speakers; analyze and evaluate practices and products of the Spanish-speaking culture.

The Spanish curriculum is guided by a set of rigorously vetted course objectives that span basic conversations about familiar topics to active and spontaneous conversations. Students will read and understand text with familiar vocabulary and develop skills to help them decipher unfamiliar words and phrases through use of context. Students will present research and stories through writing and speech, while correctly interpreting context with attention to target audience. Students will interact with a variety of cultural contexts, connecting objects and symbols to underlying beliefs and perspectives. The course objectives encourage students to interpret and discuss authentic Spanish media, engage in active and spontaneous conversation with relative accuracy and fluency, and to interact with all aspects of Spanish-speaking culture.

This course prepares students for college and career through a carefully constructed course of study to build language and culture proficiency. The course broadens students' global perspective as they learn to communicate with different groups of Spanish-speaking people. As a result students are prepared to use Spanish in the workplace, travel and interact with Spanish-speakers throughout the world,

and continue their study of the Spanish language in higher education. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to deepen a respectful relationship with a Spanish speaker and to be a better global citizen. At the conclusion of the course students will have a working knowledge of the Spanish language at the ACTFL Intermediate low to mid level preparing them for the workplace, travel, or focus on more complex use of the Spanish language in Spanish 5 or in higher education. At the end of this course students may be prepared to pass the AP exam

SPANISH AP

Grades 10, 11,12

Full Year 1.0 credit

Requirement Satisfied: Elective

Prerequisite: Completion of Spanish 3A/B or 4A/B

Performance Level: Intermediate Mid–Intermediate High.

AP Spanish is a one-year high school course that emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the Spanish-speaking world. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus. At the conclusion of this course, students will ask and respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the author's style and perspective; write research papers on topics of interest related to the Spanish-speaking world; explain how history and culture affect opinions and viewpoints of people in the Spanish-speaking world

The Spanish curriculum guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance in order to understand a variety of perspectives.

This course prepares students for college and career through a carefully constructed course of study to build language and culture proficiency. The course leads students to further develop a global perspective while learning to communicate with people of the Spanish-speaking world. As a result students are prepared to discuss and defend opinions, read authentic literature, write research papers on a topic of international importance, and discuss historical and philosophical backgrounds that have influenced the perspectives of people of the Spanish-speaking world. Through a structured progression of topics, students will gain the knowledge and skills to interact with understanding and respect with people from different countries and cultures. At the conclusion of the course students will have a working knowledge of the Spanish language at the ACTFL Intermediate-mid to Intermediate-high levels preparing them for the workplace, travel, or focus on more complex use of the Spanish language in higher education. At the end of this course students will be prepared to pass the AP exam.

NON-DEPARTMENTAL ELECTIVES

CAREER ESSENTIALS (Counselor Pre-approval needed)

Grade

Semester

Requirement Satisfied:

Prerequisite:

This course will focus on providing students with necessary technology, leadership and workbased skills to be successful in high school and beyond. Effective technology skills are used to develop strategies to make informed academic and career decisions. Students will assess abilities, skills and interests to explore various pathway careers, experiences, and postsecondary educational programs. Career resources and personal and financial responsibility strategies are introduced to explore, evaluate and develop a post-secondary education and career plan. Students may be able to earn an industry recognized technology certification in this course. Units of Study: Workplace Readiness Skills, Work-Based Learning, Financial Literacy, Technology Literacy, Digital Citizenship, Computer Office Applications.

WORKSITE LEARNING (Counselor pre-approval needed)

Grade

Semester

Requirement Satisfied:

Prerequisite:

This course (internship) us a student worksite experience in a CTE course related field that emphasizes connecting activities, coordination and integration between worksite and classroom learning, uses written agreements to outline mutual expectations. Internships will meet District and State academic standards for academic credit. During an internship a student completes structured activities or projects that: Connect work to learning at

school, relate to the real work of the company, give a broad understanding of a business or occupational area Reinforce 21st Century Skills. Students must work a minimum of 180 hours to receive 0.5 credit.

UPWARD BOUND – EXPOSITORY WRITING

Grade 11

Second Semester only .5 credit

Requirement Satisfied: Elective

Prerequisite: Must be in the Upward Bound Program

This course is designed to facilitate critical thinking, writing, communication, and basic technology skills. Along the way, students will explore a variety of articles on society, culture, and related issues. They will also function as peer-facilitators and editors. As UW Upward Bound Students, it is expected that they will apply to and complete all paperwork needed to apply to college. Furthermore, they will write college and scholarship essays, submit applications, and develop test-taking skills. This portion of the course is designed to help students develop their voice to the point that they can write convincingly and critically for college survival.

SKILLS CENTER

The Seattle Skills Center is a free program in Seattle Public Schools that prepares students for careers, college, and life. We do this by providing advanced Career and Technical Education (CTE) courses that give students options to continue to career

-focused learning in four-year colleges, or earn post-secondary certification, or join the work force right out of high school. We provide this training through our regular school year courses and our summer program.

Administrative Medical Office Assistant

Location:

John Marshall Building

Cross Credit:

Lab Science or Applied Math

Pre-requisites:

1 or More: Family Health; Nutrition/Wellness; Human Development; Food Science; Biomedical Science; Sports Medicine; Intro to Medical Careers summer course

Additional:

Free TechPrep college credit

Industry Certifications

Additional Fees (*financial aid available*)

DESCRIPTION:

Administrative Medical Office Assistant (AMOA) is an ever-expanding allied health profession critical to patient care and smooth operations in medical offices, clinics or hospitals. These specialists assist allied health professionals by completing vital clerical information, patient intake, electronic records, using medical office equipment, and as staff supervisors. Upon completion of the Allied Health training, it can offer immediate employment with long-term employment probabilities.

Aerospace Science & Technology: Manufacturing

Location:

Rainier Beach High School

Cross Credit:

Applied Math

Pre-requisites:

NONE

Additional:

Free TechPrep college credit

Industry Certifications

DESCRIPTION:

Seattle is home to the world's greatest aircraft company and many of its supporting industries. Launch your career and college acceptance by learning how to build, service, and modify aircraft and aircraft components. Learn safety, tool identification and proper use, fastener installation, aluminum and titanium metal drilling, and gain industry experience and college credit.

Automotive Technology

Location:

To be Determined

Cross Credit:

NONE

Pre-requisites:

NONE

Additional:

Free TechPrep college credit

Industry Certifications

DESCRIPTION:

Are you interested in a hands-on class that requires critical thinking as well as an interest in the auto industry? Gain a solid foundation in automotive technology and the skills for gainful employment. You will learn about brake systems, maintenance, and other systems that function within a vehicle. Gain certification that meets industry needs. College credit can be earned in this program

Construction Trades

Location:

Rainier Beach High School

Cross Credit:

NONE

Pre-requisites:

NONE

Additional:

Industry Certifications

DESCRIPTION:

This program provides experience in the skilled trades through classroom learning and hands-on construction projects such as tiny houses for the homeless. Skilled trades include crafts such as carpenter, plumber, electrician, painter and more. All phases of building construction are covered. Upon completing this course, students may have the opportunity to participate in a pre-apprenticeship program. After high school, students have the opportunity for possible direct entry into an apprenticeship

Culinary Arts**Location:**

Rainier Beach High School

Cross Credit:

NONE

Pre-requisites:

Family Health and/or any Foods related CTE course

Additional:

Industry Certifications

Additional Fees (*financial aid available*)**DESCRIPTION:**

Hospitality is one of the fastest growing areas in the Seattle area. Join an exciting, demanding, professional culinary class and prepare for careers in catering operations, restaurants, baking, and other food service industries. Advanced training includes food preparation, culinary arts and food presentation, safety, sanitation, job shadowing, career skills including catering events, and preparation for industry education.

Digital Game Design: Animation**Location:**

Academy of Interactive Entertainment (AIE), Seattle Center

Cross Credit:

Fine Arts

Pre-requisites:

1 or More: Art Course; Portfolio of Artwork

Additional:

College Credit

Industry Certifications

DESCRIPTION:

Create animation and games! Learn sketching and storyboarding in 2D animation and concepts of 3D, learn skills necessary for a career in the animation and gaming industry. The Academy of Interactive Entertainment (AIE) is a leading educator for Computer Game Development and 3D digital media. This college is a star of 3D animation, game design, and visual FX. This course is a great preparation for college and career

Digital Game Design: Programming**Location:**

Academy of Interactive Entertainment (AIE), Seattle Center

Cross Credit:

Applied Math

Pre-requisites:

1 or More: Art Course; Portfolio of Artwork

Additional:

College Credit

Industry Certifications

DESCRIPTION:

This course focuses on the software, hardware and mathematical tools used to make video games! Students learn to function as software developers with specialized knowledge of game programming and computer graphics. Students will also practice concepts from algebra, geometry, and trigonometry as they relate to interactive computer applications. This course can serve both new and experienced programmers. The Academy of Interactive Entertainment (AIE) is a leading educator for Computer Game Development and 3D digital media

Firefighting and Emergency Medical Services**Location:**

Rainier Beach High School (with time at the Joint Training Facility)

Cross Credit:

NONE

Pre-requisites:

NONE

Additional:

Industry Certifications

DESCRIPTION:

This course prepares students for careers as firefighters and other emergency services careers. The cadet will be able to manage self, others, activities or events with responsibility for a positive outcome; apply leadership skills in real-world, family, community, and business/industry applications; and be tested on their ability to work with peers in a variety of subject areas by completing training and preparations at the highest levels.

Health Sciences/Medical Assisting**Location:**

John Marshall Building

Cross Credit:

Lab Science or Applied Math

Pre-requisites:

1 or More: Family Health; Nutrition/Wellness; Human Development; Food Science; Biomedical Science; Sports Medicine; Intro to Medical Careers summer course

Additional:

Free TechPrep college credit

Industry Certifications

Additional Fees (*financial aid available*)**DESCRIPTION:**

Enter Medical Assisting, a fast-growing medical profession that is part of Allied Health and the Health Sciences career cluster. Students practice the language and skills of doctors and other Health professionals, using core knowledge that leads to healthcare and medical

assisting occupations. The program uses National HOSA student leadership projects, modules, computer programs, industry standards, college curriculum, and problem-based activities in school and industry settings.

Information Technology Specialist: Computer Networking

Location:

Rainier Beach High School

Cross Credit:

NONE

Pre-requisites:

NONE

Additional:

Industry Certifications

DESCRIPTION:

Are you interested in taking advanced classes in Information Technology while still in high school? Looking for a way to pay for college or start a career in IT? Information Communications Technology (ICT) courses in Cisco CCNA and Microsoft Technology Associate (MTA) will lead to industry certification. This is a great step for your future. Learn PC hardware, software, and networking operating systems. Earn industry certification and college credit.

Maritime Operations: Transportation & Logistics

Location:

Seattle Maritime Academy in Ballard

Cross Credit:

NONE

Pre-requisites:

NONE

Additional:

Industry Certifications

DESCRIPTION:

Learn how to work on ships in Puget Sound! This course blends modern and traditional seamanship and deckhand skills with training in engine maintenance and repair. Learn what it takes to work on fishing vessels, ferryboats, cargo ships and more! Develop fundamental skills in navigation, tides, currents, boat handling, knots, safety, communications, radar, meteorology, tool use, and marine engine maintenance and repair. Prepare for summer jobs and further training after high school that could result in Coast Guard certification

Maritime Science & Technology: Manufacturing

Location:

Rainier Beach High School

Cross Credit:

Applied Math

Pre-requisites:

NONE

Additional:

Industry Certifications

DESCRIPTION:

Seattle is surrounded by water and manufacturing careers in the maritime industry. Prepare for college and careers in maritime manufacturing. Learn safety, tool identification & proper use, fastener installation, aluminum & titanium metal drilling, the use of composite materials in the maritime manufacturing industry, and gain valuable college and career skills. Geography, map skills, and boating are also essential in this program.

Medial Arts: Video Production

Location:

To be Determined

Cross Credit:

Fine Arts

Pre-requisites:

NONE

Additional:

NONE

DESCRIPTION:

In this course, students will gain a wide variety of video production skills and begin developing their own Media Arts portfolio. Students will learn about the three phases of production and take on production jobs including editing, script writing, set design, lighting, camera work, audio production, directing, and graphic design.

Nursing Assistant**Location:**

West Seattle High School

Cross Credit:

Lab Science

Pre-requisites:

1 or More: Family Health; Nutrition/Wellness; Human Development; Food Science; Biomedical Science; Sports Medicine; Intro to Medical Careers summer course

Additional:

Free TechPrep college credit

Industry Certifications

Additional Fees (*financial aid available*)

DESCRIPTION:

Nursing Assistant training is a fast track to post-secondary Health Sciences, and related Nursing Careers and immediate employment in a rapidly growing field of nursing. Nursing is considered one of the entry points into the medical profession. Students first complete the 11 national health foundation standards, test basic knowledge and skills in their classroom and clinical site, then test for state licensure. National HOSA leadership, problem-based learning, and clinical experiences provide opportunities.

Teaching Academy/Careers in Education**Location:**

South Lake High School

Cross Credit:

NONE

Pre-requisites:

NONE

Additional:

Industry Certifications

DESCRIPTION:

This comprehensive course will take you on a journey of exploration into the world and work of teaching and the field of education. Through hands-on learning, this course will provide opportunities to gain experience working in various educational settings and preparation for success in post-secondary teaching programs that may lead to a future career within this high demand career pathway. Can lead to career opportunities including childcare, instructional assistant, teacher, principal, and school counselor.

RUNNING START

The Running Start program at the community college provides high school students the opportunity to enroll in college-level courses for college credit, tuition free, and earn high school credit at the same time.

See your counselor with questions and to see if Running Start might work for you!

Running Start is for students who:

- Are at the 11th and 12th grade level
- Are ready for college-level coursework in a college environment
- Are ready to take some professional/technical courses
- Want to take unique college-level courses not available at the high school
- **Seniors cannot take SPS graduation requirements during spring quarter**

In addition to being at the 11th or 12th grade level, students will need to take English and Math assessments called the Wonderlic (English), and the ALEK (Math) at the community college, to demonstrate that they are prepared for college-level (above 100 level) work. Tuition is free. Students will be responsible for purchasing their own books, paying lab fees, and providing their own transportation to the college campuses. Fee waivers for books and the placement tests may be provided for students who qualify for free and reduced lunch.

The community college is on a quarter system; fall, winter, and spring quarters are part of the Running Start schedule. Summer quarter is not part of the Running Start program. Students are responsible for making sure classes they enroll in at the community college do not conflict with courses taken at Franklin. Students are not allowed to miss any part of their scheduled Franklin classes to attend Running Start classes. More information is available through the FHS Counseling Office and through Running Start Offices at each community college and on the community colleges' websites.

