

# Benjamin Franklin High School

2012-2013

## Course Selection Guide for Students and Parents



**2012-2013**

**COURSE SELECTION GUIDE**

**for**

**STUDENTS AND PARENTS**

Benjamin Franklin High School gives young people of high intellectual promise an opportunity to reach their maximum potential as scholars and productive, creative citizens of a technology-rich global community. We emphasize problem solving, exploration, abstract reasoning and other creative activities, through an enriched program of advanced work in required courses and electives. Excellence has been and will continue to be the daily expectation of our administrators, teachers, students, and parents.

Each student has available the services of a qualified counselor who has information regarding his/her assigned students. This information enables the counselor to better assist the student regarding aspects of the educational program. We hope that both students and parents will make use of these services. Telephone calls should be directed to the counselors' office.

Benjamin Franklin High School  
504-286-2600

Counselors' Office  
504-286-2603

Janet DeGrazio  
504-286-2604

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504-286-2605

## BENJAMIN FRANKLIN HIGH SCHOOL

We hope that this guide will help you and your parents plan your school program while at Benjamin Franklin High School. At the critical decision points in your high school career, you must review your educational and career goals with your counselor and thoughtfully develop a program of study that will help you achieve these goals.

Graduation requirements are designed to give you a balanced program which will help you develop the skills and understanding necessary to become a well-educated person. To fill out your course of study, a wide range of electives is available. These, if wisely selected, will help you explore and develop your own interests and abilities.

ALTHOUGH YOUR PARENTS AND COUNSELOR WISH TO HELP YOU IN PLANNING YOUR HIGH SCHOOL CURRICULUM, RESPONSIBILITY FOR THIS PLANNING RESTS WITH YOU.

You should consider the following:

1. Know what the graduation requirements are. Are you meeting these in your planning?
2. What about college entrance requirements?
3. Plan ahead - not just for next year, but for your entire high school career.
4. Before selecting a course, check the course description to be sure it fits your needs, interests and abilities, and that you have completed the prerequisite course work necessary for enrollment.

### Table of Contents

COURSE PROGRAMMING .....	4
MINIMUM REQUIREMENTS FOR A BENJAMIN FRANKLIN HIGH SCHOOL DIPLOMA .....	4
A GUIDE TO THE ADVANCED PLACEMENT PROGRAM AT FRANKLIN .....	7
ENGLISH .....	8
MATHEMATICS .....	17
SCIENCE .....	20
SOCIAL STUDIES .....	23
PHYSICAL EDUCATION .....	26
TEACHING AND LEADERSHIP ACADEMY .....	<b>Error! Bookmark not defined.</b>
THE ARTS .....	<b>Error! Bookmark not defined.</b>
TALENTED IN THE ARTS PROGRAM .....	28
OTHER ELECTIVES .....	29
NCAA LIST OF APPROVED CORE CLASSES .....	<b>Error! Bookmark not defined.</b>
MINIMUM RECOMMENDED HIGH SCHOOL PROGRAM OF STUDY AND NATIONAL TEST SCORE GUIDELINES .....	<b>Error! Bookmark not defined.</b>
TOPS AWARDS & ACADEMIC ENDORSEMENT DIPLOMA .....	<b>Error! Bookmark not defined.</b>

## COURSE PROGRAMMING

Twenty-four (24) units of credit are required for graduation from Ben Franklin High School. Franklin specifies twenty-two (22) of those units. The rest are electives. You must take six units each year. You may take eight credit courses in a year, with special permission.

We recommend that you plan all of your units through to graduation. In the chart below, the named courses comprise the 22 specified courses.

### MINIMUM REQUIREMENTS FOR A BENJAMIN FRANKLIN HIGH SCHOOL DIPLOMA

DISCIPLINE	CREDITS	REQUIREMENTS
ENGLISH	4	English I, II, III, IV
MATHEMATICS	4	Algebra I & II, Geometry, Pre-Calculus
SCIENCE	4	Biology I, Chemistry I, and two additional credits chosen from Environmental Science H or AP, Physics H, Physics AP Mechanics, Biology II AP, Chemistry II AP, Earth Science H
SOCIAL STUDIES	4	World Geography, Civics (or Am. Gov't. AP), American History, <b>either</b> World History (H or AP) <b>or</b> European History AP
FOREIGN LANGUAGE	3	French, German, Spanish Level I and II of the same language are required. Students are encouraged to take the third year of the same language, but may fulfill the language requirement by beginning a new language. Level I of Latin or Chinese may be used to fulfill the requirement for a third unit.
HEALTH EDUCATION	.5	Health Education is usually taken in one semester of the 9 <sup>th</sup> grade year
PHYSICAL EDUCATION	1.5	PE I (one semester), PE II (2 semesters)
ELECTIVES	3	<b>One elective must be in the arts.</b> See elective list on the next page
TOTAL CREDITS	24	

### ADDITIONAL GRADUATION REQUIREMENTS

1. Satisfactory completion of at least two AP courses OR one concurrent enrollment approved by the administration.
2. Satisfactory completion of an IRP in at least one of the student's science classes

## COMPREHENSIVE COURSE LIST

### Required Courses

#### Grade 9:

English I - H, G  
World Geography H or Human Geography AP  
Algebra I - H, G or Geometry H, G  
Physics I H  
Foreign Language I H (French, German, or  
Spanish)  
Health/Physical Education I (1 semester each)  
Study Hall  
Elective or a second study hall

#### Grade 10:

English II - H, G  
Civics H (or American Gov't AP)  
Geometry H, G or Algebra II H, G  
Biology I H  
Foreign Language II H (French, German or  
Spanish)  
Physical Education II  
Study Hall  
Elective or a second study hall

#### Grade 11:

English III - H, G, AP  
U.S. History - H, AP  
Algebra II - H, G or Pre-Calculus H, G  
Chemistry I H  
Foreign Language III H or For. Lang. I (Span., Fr.,  
German, Latin, or Chinese)  
Study Hall  
2 electives or one elective and a second study hall

#### Grade 12:

English IV - H, G, AP  
World History H or AP or European History AP  
Pre-Calculus H, G or Calculus H or AP (AB or BC)  
Science chosen from: Physics H, Physics:  
Mechanics AP, Chemistry II AP, Biology II AP,  
Environmental Science H, AP, Earth Science H  
Study Hall  
3 electives or 2 electives and a second study hall

### Elective Offerings for 2009-2010

Art I, II, IV  
\*Art History AP  
Band (Beg., Int., Adv. I and II) H  
Chinese I  
Creative Writing I, II, III H  
Foreign Language AP  
French V H  
Latin I  
\*\*Media Arts I (Photography)  
Music and Media (Music Appreciation)  
Music Theory I  
\*Music Theory II AP

Orchestra (Beg. Int., Adv I and II) H  
\*Physical Education III and IV  
\*Psychology AP  
\*Publications I, II (Newspaper)  
\*Publications I, II (Yearbook)  
Spanish V H  
Speech I and II  
\*Statistics AP  
\*Studio Art AP (Art III)  
Talented in Theater, and Visual Arts I - IV (if  
qualified)  
\*Twentieth Century History H

H=Honors, G=Gifted; AP=Advanced Placement Program

\*Available to juniors and seniors only, \*\* Available to seniors only

Freshmen and sophomores may take Latin I or Chinese I **as an elective only.**

**Students who choose to advance in math as freshmen or later are required to take 4 years of math, including Calculus, in high school.**

Senior schedules:

All seniors must be scheduled for eight periods. Alternatives are:

1. Seven credit courses and one study hall

2. Six credit courses and two study halls
3. Six credit courses - one of which can be Biology II AP, Chemistry II AP and one study hall
4. Five credit courses – one of which can be Biology II AP, Chemistry II AP and two study halls
5. Six credit courses and a concurrent college course
6. Five credit courses, one concurrent college course and a study hall
7. Five credit courses and two concurrent college courses
8. Four credit courses, two concurrent college courses and a study hall.
9. Four credit courses and NOCCA

Students opting for alternative 5, 6, 7 or 8 must fill out a request form, must know the college course name and the day and time the class meets, and must have administrative approval. The only courses considered for approval will be those **not offered at Franklin**. Concurrent college classes cannot be used for high school credit.

**NOCCA students:**

You must take at least four units at Franklin every year. You cannot take elective courses at Franklin until you complete or enroll in all required courses.

We recommend that students attend NOCCA for three years beginning with the sophomore year. Should you wish to attend NOCCA for four years, 9-12, you must make special arrangements with your counselor to complete all requirements.

You will have room for only four courses at Franklin each year that you are at NOCCA. You will take your English, mathematics, science, and foreign language (U.S. History in junior year) in those four slots. If you remain at NOCCA for all three years (10-12) you will miss World History, Civics, Physical Education I, II, Health, and the last credit of Foreign Language.

NOCCA can offer you credit in Health, Physical Education I & II. NOCCA courses do not count for computing your retention average

**Students may not transfer to NOCCA after the school year has begun.**

## A GUIDE TO THE ADVANCED PLACEMENT PROGRAM AT FRANKLIN

AP courses are introductory college courses taught at high schools according to the guidelines established by the College Board in its "Course Descriptions" published annually for each subject. These courses offer our students the opportunity both for college-level learning and for demonstrating their accomplishments. Through the AP examinations that we administer each May, students may earn college credit and/or advanced placement at the college of their choice. Over the past decade, increasing numbers of our students have taken AP courses and exams, and they have demonstrated their capacity to excel.

During the pre-registration process at the beginning of the second semester, each student receives this bulletin in homeroom. It describes the program's expectations and benefits, and how it maintains quality and integrity. STUDENTS AND PARENTS SHOULD ALL READ THIS BOOKLET to avoid any misunderstanding. We expect students to decide upon their course selections in the spring and to stick with their decisions.

More details about the AP program are available through College Board [www.collegeboard.com](http://www.collegeboard.com)

### RECOGNITION OF FRANKLIN'S AP STUDENTS

Please read the AP Bulletin for Students and Parents for information on AP recognition such as sophomore standing, AP Scholar Awards and the AP International Diploma for Overseas Study.

Franklin students have been extremely successful in qualifying for AP Scholar, Scholar with Honor, Scholar with Distinction, and National AP Scholar Awards. The AP program sends a certificate to notify award recipients each fall. After that, all transcripts will include the student's AP Scholar designation

ADVANCED PLACEMENT COURSES AT FRANKLIN (Please see individual course descriptions in the body of this booklet.)<sup>1,2</sup>

American Government

Art History

Biology II

Calculus AB, BC

Chemistry II

English Language

English Literature

Environmental Science European History

French Language

German Language

Music Theory II

Physics C

Psychology

Spanish Language

Statistics

Studio Art

United States History

World Geography

World History

## NOTES:

- 1 The courses and the number of sections we offer depend upon the number of students who select the course.
- 2 Students need not enroll in an AP class to take the national AP exam. Anyone may opt to take the AP National Exam. Seek advice from your counselor at the beginning of the year. Such students probably need some independent study to make them aware of the material that the exams cover.

## ENGLISH

### Description of Program

The Benjamin Franklin English Department strives to instill in our students a genuine love of language through interaction with a variety of texts as well as to provide one-on-one assistance in developing an authentic writing style and the ability to use rhetorical techniques in their own writing. To these ends we create a safe and comfortable learning environment which offers multiple opportunities for experimentation, creativity, craftsmanship in writing, interactive reading, and critical thinking. We rely heavily on a variety of discussion techniques to encourage connectivity among ideas and holistic thinking; we focus on the “why” as well as the “what.” Our special mission is to help our students experience the pleasure and excitement of studying literature as a unique and specialized sub-category of written expression that enables us to connect to the human experience.

### THE DISTINCTION AMONG HONORS, GIFTED, AND AP COURSES IN ENGLISH:

All the Gifted Courses in English are enriched extensions of the Honors Courses. Gifted course activities require students to conduct independent research and produce creative projects. They engage students in independent reading and provide them with opportunities to study literature on their own. Typically, each quarter students prepare an independent project that relates class subject matter to their own interests and areas of academic specialization.

In both Honors and Gifted classes, discussions and writing assignments emphasize critical analysis and close reading of a variety of literary forms. English I and II classes (both Gifted and Honors) prepare students for English AP courses they may choose to take in their junior and senior years. AP Courses are designed to provide students with the writing and comprehension skills they need to earn college credits in English through the AP National Exams as well as to prepare them for the reading, writing and speaking activities required to be successful in college and in their careers. Students in AP courses study rhetorical analysis, argumentation, and advanced literary analysis, as well as working to develop a sophisticated vocabulary and mature syntactic skills.

Students who earn the designation “gifted” through the special education evaluation process should elect courses with the “gifted” designation for English I and English II (and for English III and/or English IV, if they choose not to select the AP option). All others should select those with the “honors” designation. In junior and senior years, both Gifted and Honors students have the option of selecting AP classes, which are academically weighted and serve as a impressive addition to their transcripts. AP classes are open to all students who are willing to commit to a challenging reading load and intensive writing practice.

A brief description of each English course offered at Franklin follows.

**ENGLISH I H and G** 1 year, 1 unit Prerequisite: None

Students in this pre-AP course study a variety of genres, including the short story, novel, poem, drama, and essay. Class assignments require independent reading (at least one novel or play each quarter) and research/writing

skills and include oral reviews and individual and group oral presentations. Students write descriptive, expository, narrative and persuasive essays (300 plus words long), develop critical thinking skills and learn peer evaluation techniques. Teachers closely monitor student progress to help students develop a sense of personal responsibility for their own work and thereby help them to accomplish the transition to high school language arts. Students also learn literary terminology and develop vocabulary skills in preparation for higher-level language classes and standardized tests.

**ENGLISH II H and G** 1 year, 1 unit Prerequisite: Completion of English I

This pre-AP course is a chronological presentation of world literature. Readings range from ancient to modern and include eastern as well as western literature, with at least one novel-length work each quarter. Students analyze the components of various works, examine universal themes as well as methods employed by individual authors, increase their knowledge of literary terminology and study world literary history. Students write both in-class and out-of-class essays, most of which are 350-plus words long, and take written tests. Students also continue developing vocabulary and test-taking skills.

**ENGLISH III H, G and AP** 1 year, 1 unit Prerequisite: Completion of English II

Students survey American literature, using a college-level anthology, and develop advanced composition skills and an enriched vocabulary. Students make individual and group oral presentations and read five to seven novels and plays. Emphasis is on effective writing, with particular attention to rhetorical skills; in their writing, students address both contemporary issues and analytical topics based upon close readings of non-fiction and fiction works. Essays are typically 450-plus words long, some written in class and some outside of class. Students also learn advanced research techniques.

**ENGLISH IV H, G and AP** 1 year, 1 unit Prerequisite: Completion of English III

This course is a chronological survey course of British and world literature designed to promote an understanding of the development of the English language and of the relationship between literature and the history of ideas. Students lead class discussions and make individual and group oral presentations. Students write in-class essays with an emphasis on textual interpretation and synthesis, as well as out-of-class essays, often based on literary research. The essays are from 450 to 500 words long. Students read seven to nine novel-length works.

**CREATIVE WRITING I H** 1 year, 1 unit Prerequisite: Sophomore, junior or senior standing

The purpose of this course is to awaken each young writer to the imaginative powers within and to develop the ability in each to translate imaginative vision into engaging poems and fictions. We will introduce the young writer to the powers, the subtlety and the limitations of language, especially as they bear on the creation and revision of literary works, both through reading poems, short stories, and drama and through writing them. In addition, each writer will keep a "writer's journal," which should become the raw material of poems and stories as well as a record of the writer's progress. Another important goal is to instill in each writer a desire and an ability to discuss his or her own work -- and that of others in the class -- with precise and constructive criticism. Students will also have opportunities to read contemporary literary magazines and journals, to listen to and to question local writers who will visit the class, and to submit their best work to literary magazines and competitions. By the end of the year each writer will have in hand a portfolio of drama, poems, and short stories that will demonstrate significant intellectual and artistic growth and refinement.

**CREATIVE WRITING II H** 1 year, 1 unit Prerequisite: Completion of Creative Writing I

The purpose of this course is to continue the development of an individual creative body of works in a range of genres, including "miniature" narratives, dramatic monologues, memoirs, short stories, creative nonfiction, and poetry. Central to this course's philosophy is the principle that writing without an understanding of form is impossible. To that end, the course will also be centered on the formal analysis of various works by professional and emerging writers. The student will participate in workshop discussions and writing exercises. Each student will

present works-in-progress during the term. During the course, each student will develop two writing portfolios that will demonstrate significant intellectual and artistic growth and refinement of aesthetics and artistic mastery.

**CREATIVE WRITING III H** 1 year, 1 unit

Prerequisite: Completion of Creative I & II

The purpose of this course is to examine the technical and historical aspects of poetry and fiction writing, to generate discussion and formulation of the students' own poetics. The course is an opportunity for students to experiment in both their thinking and their writing. Writing assignments vary, some creative and some critical, focusing on either a designated reading or on theoretical issues raised in writing as it relates to politics, publishing, influence, voice and personal social aesthetics and fundamentals of the craft. Students should be prepared to read and write intensively. During the course, each student will develop publishable works and seek a place for their materials in competitions and professional literary magazines.

**PUBLICATIONS I (Newspaper)** 1 year, 1 unit

Prerequisite: junior or senior standing

In this entry-level journalism course, students study the principles of journalism and learn basic reporting and news writing techniques. Students also learn design skills and assist in producing the school newspaper. During the first semester, each student will produce copy assignments, including news articles, short features, depth features, and editorials. Each student will take written tests and a semester exam. During the second semester, students will be able to choose from several curriculum options, including a writing/editing option, a photography option and a desktop publishing option. Students will earn grades based upon individualized assignments within those programs. Requirements for all members of the class will include occasional work outside class, after school, before school, or during study halls.

**PUBLICATIONS II (Newspaper)** 1 year, 1 unit

Prerequisite: Senior standing and credit in Publications I

This is a continuation of the Publications I (Newspaper) course.

**PUBLICATIONS I (Yearbook)** 1 year, 1 unit

Prerequisite: junior or senior standing

Students will learn layout design, sales techniques, news writing, editing and publication management through production of the school yearbook. Students will serve as editors of *The Falcon* and will earn grades based upon the performance of their editorial duties as well as upon class-work. The workload of Journalism II (both in class and out of class) is substantial, as are the responsibilities. Student editors should be willing to work before and after school and during study halls for several additional hours per month. To excel in this course, students must be production-oriented and willing to assume leadership roles.

**PUBLICATIONS II (Yearbook)** 1 year, 1 unit

Prerequisite: Senior standing and credit in Publications I

This is a continuation of the Publications I (Yearbook) course.

## FOREIGN LANGUAGE

The Department of Foreign Languages offers four years of instruction in French, German and Spanish, and two years of Latin. Latin develops the skills of listening, reading and writing. The modern languages develop the skills of listening, reading, writing and speaking. Advanced Placement courses are available in French, Spanish and German.

Students must earn three credits of foreign language while they are at Franklin. Two of those credits must be in the same language. We encourage students to spend all three years in one language and to pursue a fourth year as an elective. Some students with previous experience in a foreign language may attempt original placement in levels beyond Level I. Such students should speak to their counselors or a faculty member for their recommendation.

### **FRENCH I H** 1 year, 1 unit Prerequisite: None

This course is for the student who has never studied a foreign language. The course focuses on skills required for usage: listening, reading, speaking and writing. Upon successful completion of the course, the student should be able to participate in simple conversations using the present tense and the near-future construction and to understand the use of the passé composé when other speakers employ it. The student should also be able to write a paragraph of about fifty words, using the same verb tenses. With the aid of a dictionary the student should be able to read short stories written in these tenses.

### **FRENCH II H** 1 year, 1 unit Prerequisite: Completion of French I or consent of the instructor

This course begins, after a brief review of French I, with an in-depth study of the passé composé verb tense. Then the course continues its study of the French verb with the reflexive verbs, in both present and passé composé followed by the conditional, the future and the subjunctive tenses. The course includes a study of French pronouns, the uses and positions of adverbs and adjectives, and numerous complex sentences with only one dependent clause, usually introduced by well-known simple conjunctions. Teachers direct conversation to ensure correct grammatical habits.

### **FRENCH III H** 1 year, 1 unit Prerequisite: Completion of French II

French is the language of the classroom for this upper level course. We will emphasize extended and sustained conversation with mastery of complex grammatical structures, and an acquisition of a vocabulary adequate to read some literary excerpts. Students will write compositions. Topics covered will include:

- (1) Structure of the language: review and introduction of all pertinent grammar; all tenses and moods of the verbs
- (2) Vocabulary: extensive expansion by topic (particular context such as family, holidays, shopping, etc.)
- (3) Selected readings: literary excerpts, plays, unabridged short stories, and poems
- (4) Current French films

We will emphasize the acquisition and use of new vocabulary. We administer pop quizzes regularly. Student participation in conversations, discussions and class work is essential. The student must be able to make use of the language in a meaningful context. Class activities will provide practice in the skills of listening, speaking, writing and reading so that over the year the student will:

- (1) participate in class almost entirely in French;
- (2) listen to lectures, dialogues and songs on cassettes;
- (3) demonstrate understanding of oral and written French by responding appropriately;
- (4) read a variety of selections from literary works and magazine articles;
- (5) write several compositions of about 250 words on general topics;
- (6) record brief responses in the lab to demonstrate listening skills;
- (7) watch and discuss videos and films, as appropriate and available.

**FRENCH IV LANGUAGE AP** 1 year, 1 unit Prerequisite: Completion of French III

The AP French Language course, emphasizing the use of language for active communication, has the following objectives:

- A. ability to understand spoken French in various conversational situations;
- B. development of a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non technical writings without dependence on a dictionary; and
- C. ability to express oneself in French both in speech and in writing, accurately and resourcefully and with reasonable fluency and accuracy.

The course seeks to develop language skills that are useful in themselves and that the student can apply to various activities and disciplines rather than to mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of this course.

**THE AP EXAMINATION IN FRENCH LANGUAGE**

The examination is not based on any one type of subject but instead seeks to evaluate level of performance in the use of the language, both in understanding written and spoken French and in responding in correct and idiomatic French. We test listening and reading in multiple-choice format; writing and speaking in free-response format.

**FRENCH V H** 1 year, 1 unit Prerequisite: Completion of or concurrent with French IV

The French V course is the equivalent of a college third-year Introduction to French Literature and introduces the student to the formal study of a representative body of literary text in French. The objectives of a school's course in French literature are:

- A. Proficiency in the fundamental language skills that enables the students
  1. to read with comprehension, at sight, prose and verse passages of moderate difficulty and mature content;
  2. to formulate and express critical opinions and judgments in correct oral and written French.
- B. The ability to read and analyze critically and to discuss perceptively representative works of French literature. The program is not a formal survey of literary history, but rather is an introduction to representative works of prose, poetry and drama from different periods. Students should, however, be aware of the cultural context of works read. They should also acquire the basic concepts and terminology of textual analysis. By learning to identify and interpret the various elements that enter into the confrontations of a literary text and perceive their relationships, students acquire a fuller understanding of both the art and meaning of a literary work.

The required reading list is:

Plays:

Beaumarchais: Le Mariage de Figaro  
Giraudoux: La juewedi Troie n'aurapaslieu  
Moliere: L'Ecole des femmes

Novels:

Voltaire: Candide  
Maupassant: Pierre et Jean  
Ba: Une Si Loungue Letre

Poetry: Baudelaire, La Fontaine, Apollinaire, Ronsard, Labe

**SPANISH I H** 1 year, 1 unit Prerequisite: None

This course is for the student who has never studied a foreign language. The course focuses on four skill areas: listening, speaking, reading, and writing, plus a general introduction to the geography and culture of the Hispanic world. We use a multi-media approach based on current textbook materials and their ancillaries. Upon successful completion of the course, the student should be able to participate in simple conversations using the present tense and the near-future construction, to understand and use basic every day vocabulary and to respond to classroom commands. The student should also be able to write a paragraph of about fifty words, using the same verb tenses. With the aid of a dictionary the student should be able to read short stories written in these tenses.

**SPANISH II H** 1 year, 1 unit Prerequisite: Completion of Spanish I or instructor's approval

This course is a continuation of Spanish I. It further develops the four basic skills of listening, speaking, reading and writing. It emphasizes expansion of structure, acquisition of vocabulary, and developing listening comprehension skills. Spanish is the language of the classroom. The student must be able to use the language in a meaningful context. Course content and activities include:

Structure: the present, preterite, imperfect, progressive tenses, present perfect and pluperfect tenses of the indicative; reflexive verbs; formal and familiar commands; uses of the infinitive; direct and indirect object pronouns; prepositional pronouns; demonstratives; possessives; comparisons of equality and inequality.

Vocabulary: presented by the text and handouts used.

Listening Comprehension: Students will demonstrate understanding of spoken Spanish by responding appropriately to situations posed by audio selections.

Speaking: teachers direct conversation to ensure correct grammatical habits.

Writing: short compositions on general topics.

Selected readings: as appropriate. Spanish films: as appropriate and available.

**SPANISH III H** 1 year, 1 unit Prerequisite: Completion of Spanish II or instructor's approval

This course is a continuation of Spanish II, with emphasis on reinforcement and expansion of structure, further acquisition of vocabulary, listening comprehension. This course seeks to develop language skills that the student can apply to various activities. Student participation in class discussions, conversations and class work is essential. Spanish is the language of the classroom.

The student must be able to use the language in a meaningful context. Course content and activities include:

Structure: review and introduction of all pertinent grammar; all tenses and moods of the verbs.

Vocabulary: extensive expansion by topic.

Listening Comprehension: students will demonstrate understanding of spoken Spanish by responding appropriately to situations posed by audio selections.

Writing; students will write several essays on general topics.

Selected readings: as appropriate. Spanish films: as appropriate and available.

**SPANISH IV LANGUAGE AP** 1 year, 1 unit Prerequisite: Successful completion of Spanish III

The AP course in Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It stresses oral skills, composition and grammar. This course, emphasizing the use of Spanish for active communication, has the following objectives:

1. the ability to comprehend formal and informal spoken Spanish;
2. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern Hispanic literature;
3. the ability to compose expository passages;
4. the ability to express ideas orally with accuracy and fluency.

Course content might best reflect intellectual interests shared by the students and the teacher (the arts, history, current events, literature, culture, etc.). Materials include recordings, films, newspapers and magazines.

The course seeks to develop language skills that are useful in themselves and that students can apply to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions as well as the integration of all four skills are an integral part of this course.

#### THE AP EXAMINATION IN SPANISH LANGUAGE

The examination is not based on specific subject matter, but instead attempts to evaluate levels of performance in the use of the language both in understanding written and spoken Spanish and in writing and speaking with ease in correct and idiomatic Spanish. The examination is graded so that each skill (listening, reading, writing and speaking) has equal weight toward the final grade. Students who have learned Spanish exclusively in the classroom represent the majority of exam takers and, therefore, are the group on whom the standards are set.

**SPANISH V H** 1 year, 1 unit Prerequisite: Successful completion of or concurrent with Spanish IV  
This course in Spanish and Spanish Literature is the equivalent of a college third-year survey of Hispanic Literature, covering selected works from Spain and Spanish America. The purpose of this course is to prepare the student:

1. to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish;
2. to do a close reading of Hispanic literary texts in all genres;
3. to analyze critically the form and content of literary works orally and in writing using appropriate terminology.

There is a reading list of required works from the Medieval Period to the 20th Century. Students will read one or more full-length works of various authors as well as some shorter works; excerpts from longer works are read in conjunction with a complete novel or play. For authors who have written in more than one genre, students read representative works in each genre.

**GERMAN I H** 1 year, 1 unit Prerequisite: None

This introductory course presents the fundamentals for understanding, reading, writing and speaking German. We also address the cultures of the German-speaking countries. Class materials include the text and accompanying workbook and audiocassettes. Approximately every tenth lesson is conducted in the language lab. Grammatical course content includes: common greetings and farewells; days of the week and months of the year; seasons; numbers; telling time; alphabet; subject pronouns; possessive adjectives; regular, irregular, and modal auxiliary verbs; present, conversational past, and future tenses; commands; statement and question word order; Nominative, Accusative and Dative cases; masculine, feminine and neuter nouns; singular and plural forms; noun-pronoun agreements; definite-indefinite articles; adjectives; conjunctions; der/ein words; interrogatives; and regular, irregular, and modal auxiliary verbs.

**GERMAN II H** 1 year, 1 unit Prerequisite: Completion of German I or the consent of the instructor  
Class materials include text and accompanying audiocassettes and the Amsco second and third year workbooks. This course continues the fundamental skills begun in German I with emphasis on oral proficiency in German. Approximately every tenth lesson is in the language lab. Grammatical course content includes: a review of structures covered in German I; Accusative and Dative forms of pronouns; der/ein words; interrogatives; prepositions with Accusative and Dative exclusively; prepositions with either Accusative or Dative; subordinating and coordinating conjunctions and word order; separable and inseparable prefixes; verbs with the Dative case; reflexive verbs; verb classes — strong, weak, or irregular weak and their principal parts; the narrative past tense; adjectives and the comparison of adjectives/adverbs; the subjunctive vs. indicative mood.

**GERMAN III H** 1 year, 1 unit Prerequisite: Completion of German II

Class materials include text and accompanying audiocassettes; an anthology of German short stories; Amsco second and third year workbooks; and two radio dramas on audiocassette. Approximately every tenth lesson is in the language lab. German is the primary language of the three groups of class activities: literature, grammar and culture. Course content by group includes: literary figures and writers-Borchert, Valentin, Brecht, Morgenstern, Kafka, Boll, Frisch, Anne Frank and Goethe; grammatical topics---a review of the culminating German II skills, the passive voice, interrogative and relative pronouns, past tense auxiliaries haben/sein, comparison of adjectives and adverbs, conjunctions with dependent and independent clauses (word order), and subjunctive one vs. subjunctive two; cultural topics---a history of the German language, German geography and lifestyle, figures in German philosophy, science, literature, music and art/architecture.

**GERMAN IV AP** 1 year, 1 unit Prerequisite: Completion of German III

Class materials include text and accompanying workbook and student audio cassette; two radio dramas on audio cassette; picture story sheets; and practice copies of former National German Exams Level Four and the College Board AP Exam for German. Students should also have in their possession a substantial German-English/English-German dictionary. German is the language of all communication and we use the language lab at least once weekly.

Upon completing the course, the student will be able to understand the essentials of conversation between native speakers and comprehend the main points of various media; to read expository and narrative German prose with good overall comprehension, identifying the main ideas, comprehending high-frequency expressions, drawing inferences, and appreciating figurative devices; to demonstrate thorough familiarity with all the grammatical structures necessary for written and oral communication and to produce well-organized essays demonstrating a wide vocabulary; and to communicate facts and ideas and discuss topics of current interest and personal opinions, while demonstrating a good command of grammatical forms.

Activities include a variety of media and speakers; reading for content, comprehension, and appreciation; use of the language lab; first-hand experience of Germany through the GAPP program; weekly practice in writing, from simple answers to a fifty-minute essay of the type used in the AP examination; student participation in a wide variety of oral activities, including simulated telephone conversations, retold and original stories, prose and poetry memorization and recitation, and an annual five-minute talk.

**LATIN I H** 1 year, 1 unit Prerequisite: Junior or Senior standing or taken as an elective only

This course utilizes the grammar in translation method of language acquisition. The grammatical topics covered in this entry level accelerated course are: declensions of nouns (1-5), conjugations of verbs (1-4) and all 6 of their tenses; adjectives and pronouns.

The course also introduces the students to the culture of ancient Rome, allowing the student to see the impact Rome has had on our world today.

**LATIN II H** 1 year, 1 unit Prerequisite: Satisfactory completion of Latin I

This course is a continuation of the first Latin course. Writing, reading, listening and speaking skills will be emphasized. The ability to comprehend the Latin language as written by the Romans in the Roman world will be stressed. Students will be presented with Roman methodology and teaching directions. Students will be exposed to poetry and prose in the same manner in which the Romans taught the entire world to do Latin. PSAT vocabulary words will be presented on a daily basis by the active induction mode.

**CHINESE I** 1 year, 1 unit Prerequisite: None

This course is designed for students who have little or no prior experience in the language. It is to develop the rudiments of Mandarin pronunciation, fundamental listening, speaking, reading and writing abilities in Mandarin Chinese. Upon completion of the course, students are expected to be able to communicate with short expressions or simple sentences in the following: personal information covering self, family and home; personal interests or preferences including daily activities and school experience; practical needs, such as telling dates and time,

making phone calls and shopping. Computer-assisted technology and online course materials are an integral part of the instruction in this class.

**CHINESE II H** 1 year, 1 unit

Prerequisite: Completion of Chinese I or consent of the instructor

This course is a continuation of Chinese I. It further develops listening, speaking, reading, and writing with emphasis on communicative ability; acquisition of the most useful phrases and vocabulary items, and over 300 characters; familiarity with basic sentence structures of Mandarin; information and integration of Chinese culture. Computer-assisted technology and online course materials are an integral part of the instruction in this class. At the end of the year, students are expected to be competent in the following areas: a) listening and speaking: ability to initiate a dialogue and converse with a Mandarin speaker on simple topics of daily life with relative ease as well as to formulate and understand structurally more complicated sentences; ability to gather the general ideas within a paragraph-length speech as well as to narrate and describe with a paragraph-length discourse on familiar subjects; b) reading and writing: ability to understand short essays and to produce short compositions.

## MATHEMATICS

The Mathematics Department provides a comprehensive and extensive program of study for all students. The curriculum will enhance and further develop computational proficiency, problem-solving techniques, critical-thinking skills and the conceptual understanding of the language and science of mathematics in all students. In keeping with the recommendations formulated by the National Council of Teachers of Mathematics in their Standards for Secondary School Mathematics Curriculum Guide, independent research, mathematical modeling, and the use of new technological aids, such as the graphic calculator, the CBL and the computer; are paramount to the instructional program.

We require that a student successfully complete four full- year mathematics courses, at Franklin. Students may take more than the minimum four full-year courses; any course taken beyond the required four courses is an elective.

### THE DISTINCTION AMONG HONORS, GIFTED, AND ADVANCED PLACEMENT PROGRAM (AP) COURSES IN MATHEMATICS:

All the Gifted courses in mathematics are enriched extensions of the Honors courses. Gifted course activities require students to conduct independent research, produce creative projects, and engage students in independent readings and study on their own. We require students to communicate mathematically, demonstrating their understanding of the systematic development of course skills, and to make generalizations about topics they have investigated using higher level analytical and problem-solving skills. We design the AP courses to give students the skills and understanding they need to earn college credits through the AP National Exams.

Students who earn the designation “gifted” through the special education evaluation process should elect the “gifted” designation for their courses. All others should select those with the “honors” designation. All students may elect AP courses.

#### **ALGEBRA I H or G**      1 year, 1 unit    Prerequisite:    None

This course is an in-depth study of real numbers and their relationship to one another, including relevant algebraic notation and symbolism. It includes operations on real numbers, polynomials, equations, factoring, functions, inequalities, rational and irrational numbers, quadratic functions, and practical applications of these concepts in related disciplines. Technical reading and writing, problem-solving, and practical applications form an integral part of the course. Students use calculators to arrive at conclusions inductively and then prove those conclusions deductively.

#### **GEOMETRY H or G**      1 year, 1 unit    Prerequisite: Completion or concurrent enrollment in Algebra I

This course incorporates goals designed to develop higher order thinking skills through the study of Euclidean Geometry. Students learn the basic principles of plane, solid, and coordinate geometry while developing a logical system of deductive thought. Students develop skills for constructing and modeling figures they investigate. They also make conceptual and numerical generalizations about the properties of the figures they construct. Students are introduced to basic trigonometric principles as they relate to the right triangle and use laws of sines and cosines to solve real world problems.

#### **ALGEBRA II H or G**      1 year, 1 unit

Prerequisite:    Completion of Algebra I and Geometry or concurrent enrollment in Geometry (with permission of department)

Students review the concepts of Algebra I, with a fuller treatment of each topic. They also study matrices, conics, probability and logarithms. Students perform multiple operations on real numbers, algebraic expressions, complex numbers, polynomials, exponential expressions and logarithmic functions. Students will graph and find zeroes of polynomial, exponential and logarithmic functions. They use different mathematical models or techniques to apply knowledge and gain a deeper understanding of mathematics. They make connections among

their mathematical courses and between mathematics and its growing applications in other fields. They express mathematical ideas through speaking, writing, demonstrating and modeling. To develop an understanding of the various approaches to solving a problem, students and teachers generate strategies and explore them. Students use calculators to assist them with lengthy computations, graphing functions through a variety of variable changes, and for other relevant purposes.

We have designed this course to provide a solid foundation of algebraic skills and concepts and to expand this algebraic knowledge into higher levels. Both the content and structure of the course are appropriate to the mathematical maturity and sophistication of the successful Algebra II student. The mathematical maturity and sophistication developed here and in earlier courses are essential for course work beyond this level.

**PRE-CALCULUS H or G**            1 year, 1 unit    Prerequisite    Successful completion of Algebra II  
In this course, modeling, exploration, data analysis, abstract reasoning, problem solving, and creative inquiry are used to enhance students' understanding of the different applications of functions investigated in previous algebra courses, and to extend their study of triangular measurement queried in geometry. Specific concepts investigated include: logic, relations and functions (logarithmic, exponential, logistic, etc), analytic geometry (conics), vectors, linear programming, matrices, sequences and series, and limits. Trigonometric functions and identities, periodic functions of real variables, and techniques for measuring quantities associated with oblique and right triangles are also investigated. The graphing calculator is one of the fundamental tools utilized throughout this course.

**PROBABILITY AND STATISTICS AP**            1 year, 1 unit    Prerequisite: Successful completion of Algebra II  
This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students see the four broad conceptual themes: (1) exploring data; observing patterns and departures from patterns; (2) planning a study, deciding what and how to measure; (3) anticipating patterns in advance, producing models using probability and simulation; and (4) statistical inference, confirming models.

The course adheres to the philosophy and methods of data analysis. The fundamental tool of data analysis is the computer. That, more than simply eliminating the drudgery of hand computation and graphing, is the essential tool that makes structured inquiry possible.

**CALCULUS H**            1 year, 1 unit    Prerequisite: Successful completion of Pre-Calculus  
Honors Calculus is a developmental course in concepts and strategies of differential and integral calculus. The calculus topics covered will be the same as Calculus AB with much more emphasis placed on algebraic skills necessary for success in college calculus.  
This course provides students with the advantage of a familiar and nurturing environment with more tutorial assistance than advanced placement calculus. The student has more time to master the required skills before continuing the next unit in the instructional sequence.

**AP CALCULUS, AB**            1 year, 1 unit    Prerequisite: Successful completion of Pre-Calculus  
Course AB provides an excellent opportunity for the capable self-directed math student to begin college calculus. It provides the student with the advantage of a familiar and nurturing environment, more tutorial assistance and more time than is normally available at the college level. Unlike Calculus BC, we take two semesters to cover material normally covered in one semester in college. The student has more time to master the required skills before continuing to the next unit in the instructional sequence.

**AP CALCULUS, BC**    1 year, 1 unit            Prerequisite: Successful completion of Pre-Calculus  
This is an intensive course in the calculus of functions of a single variable. BC puts students through two semesters of college calculus. Intuition, maturity, mathematical sophistication and the time for extensive study are all necessary for completing this course. This is one of the most demanding of all Advanced Placement

courses. Most students find that they need a great deal of study time at home, and we recommend that students have a study hall.

**NOTE: Students may earn two credits in Calculus, one for Calculus Honors or AB, the other for Calculus BC**

## SCIENCE

Science courses at Benjamin Franklin are offered at all levels. Four years of science are required. Courses include Biology I H, Chemistry I H, Physics I H, Biology II (AP), Chemistry II (AP), Environmental Science AP, and Physics Mechanics (AP). Laboratory exercises are integrated with lecture and hands-on activities. The Science Department views nature as an integral part of the human experience. It is felt that an understanding of nature enhances one's life experience by offering awareness of how one affects the other. A respect for nature may lead to increased self-respect, and an understanding of nature and its processes may lead to increased understanding of self. This important link is viewed as a worthy goal for our students.

The department makes extensive use of laboratory facilities and up to date equipment and technology. Local experts and university facilities are utilized to pursue research goals. A bridge is built between the sciences and math through statistical data analysis, computer applications and quantitative explanations for natural phenomena.

**Each student is required to design and execute an independent research project culminating in a science and engineering fair project at some time in their four years at Franklin.**

**PHYSICS H**      1 year, 1 unit    Prerequisite: None

This is a lab based introductory course in physics. Students will begin each unit with student designed lab which will serve as the introduction to the central model. Follow up activities include more traditional applications of models to problem solving. A strong emphasis is placed on multiple representations of all models developed and student presentation of both lab results and solutions to problems. Content covered will include introductory mechanics, fluid dynamics, relativity and modern physics.

**BIOLOGY I H**    1 year, 1 unit    Prerequisite: None

This is a general survey course of the discipline of biological science. It is of tremendous scope due to the nature of studying life itself from the simplest to the most complex organisms, including their molecular components and evolutionary histories over geologic time. The study of biology includes many concepts from other disciplines (most notably chemistry, physics and math) necessary to understand how living things function and interact. Additionally, there is a continual explosion of information and research in the many sub-disciplines of this field. The goal of this course is to introduce students to this expanding branch of science by focusing on the broad concepts and central themes of biology. Areas of emphasis include the diversity of living things, the major life processes carried out by organisms, the structure and function of living organisms, the interrelationships among living organisms, man's impact on the environment, and the relationship between biotechnology and societal issues. We include a study of cell biology, genetics, evolution, systematics, microbiology, a survey of the six kingdoms, human biology, and ecology.

Information is presented through lectures, small group activities, technology, discussions and readings. The processes and skills of science and the scientific method are practiced through laboratory experiments and observations as well as individual reports and projects. This course encourages the development of the skills for completion of an independent research project.

**CHEMISTRY I H**      1 year, 1 unit    Prerequisite: Completion of Biology I

Chemistry is a quantitative study of matter and its structure/function relationships. This laboratory and research oriented course relies on mathematical models and relationships to explain and predict chemical behavior. The areas of study include applications of the metric system and the scientific method, formula writing, the periodic table, matter, energy, atomic structure, gases, liquids, solids, solutions, bonding, shapes of molecules, chemical reactions, chemical kinetics, chemical equilibrium, acids and bases, oxidation-reduction, electrochemistry and nuclear chemistry. We place strong emphasis upon laboratory and independent research skills.

**PHYSICS C: MECHANICS AP** 1 year, 1 unit Prerequisite: Completion of Biology I and Chemistry I, **completion of or concurrent enrollment in Calculus**

AP Physics C Mechanics is an intensive course covering the first semester of University level physics-calculus based course. The predominant topic covered is Mechanics including: kinematics, dynamics, universal gravitation, work, power, energy, momentum, rotational dynamics, statics and simple harmonic motion. Students are expected to be highly proficient in mathematics through pre-calculus and concurrently enrolled in a calculus or a more advanced mathematics class. Two design projects are assigned throughout the year, requiring conceptualizing and building devices to accommodate specific tasks. Laboratory work is an essential ingredient of the curriculum. Out of class readings (beyond the textbook) are required.

**Note: Students may receive 2 credits in Physics – one for Physics H and another for Physics AP**

**BIOLOGY II AP** 1 year, 1 unit Requires two class periods Prerequisites: Completion of Biology I and Chemistry I

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course is centered on preparation of students for the College Board AP Biology Exam given in the spring. The course syllabus therefore follows the course outline recommended by the AP Biology Committee. Topics covered include: biochemistry; cell biology; energy transformations; molecular genetics; heredity; evolution; systematics; microbiology; plant diversity and structure; animal diversity and physiology; and selected topics from ecology.

Information is presented through lecture/discussion, small group work, readings, audiovisuals and field trips. Experimental and descriptive laboratories make up approximately one third of the course work. The AP Biology course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of Biology. Essential to this understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

**CHEMISTRY II AP** 1 year, 1 unit Requires two class periods Prerequisites: Completion of Biology I, Chemistry I, and Algebra 2

AP Chemistry is taught as a college freshman introductory chemistry course. The goal of this course is to expand upon the introductory concepts from Chemistry I to a level comparable to that of a first year college course in inorganic chemistry. The key topics of study include: Thermodynamics, reaction kinetics, equilibrium, acid/base chemistry, electrochemistry, reaction writing, atomic and nuclear theory, molecular bonding and structure, and introductory organic chemistry.

Laboratory experiments are integrated with classroom discussion to understand the intricate workings of the material world. Through lab work, presentations, discussions, demonstrations, review of previous AP exams, and reading in the primary literature, students become analytical problem solvers.

**ENVIRONMENTAL SCIENCE H** 1 year, 1 unit Prerequisite: Completion of Biology I and Chemistry I

Honors Environmental Science provides an introduction to the discipline of environmental science and to lay the foundation for continuing study. The course draws from a diverse range of disciplines, including biology, chemistry, geology and ecology. Students will use techniques of scientific analysis and a field and research-based laboratory program to establish a comprehensive understanding of the energy conversions of ecological processes, the structure and function of organisms in a community, the interconnectedness of organisms and habitats at all levels of organization, natural and human-based problems that affect the environment, and examine alternative solutions to preventing and resolving these problems.

**ENVIRONMENTAL SCIENCE AP** 1 year, 1 unit Prerequisite: Completion of Biology I and Chemistry I

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The course draws from a diverse range of scientific disciplines, including biology, chemistry, geology and ecology. AP Environmental Science combines scientific principles and analysis with an extensive research and field-based laboratory component to provide students with the methodologies and concepts to understand the interrelationships in the natural world, to identify and analyze problems both natural and human-made, to evaluate the risks associated with these problems, and to examine alternative solutions to preventing and resolving them. Students will be exposed to and participate in forward-moving research and problem solving in the environmental science community.

**Note: students can receive only one credit for environmental science. The AP course is not a sequel to the honors course.**

**EARTH SCIENCE H** 1year, 1unit Prerequisite: Completion of Biology I and Chemistry I

This course is an introductory study of the Earth as a dynamic system with interacting subsystems including the lithosphere, hydrosphere, atmosphere, cryosphere, and limited aspects of the biosphere. The geologic portion of the course will study the structure of minerals, rocks and mountains; air and water is explored and activities that emphasize the “interconnectedness” of the many aspects of Earth’s materials are undertaken. A study of plate tectonics and weather patterns together with the energy required to drive these processes are explored. The astronomy portion of the course addresses the scientific evidence for our current understanding of the structure and organization of the known universe and its component parts including characteristics of stars, the role of hydrogen in fusion inside the stars, and the laws that govern orbiting bodies are included in this unit as well as evidence that support the big bang theory. The history of our own star system is included as well as overview of the current knowledge regarding our solar system neighbors.

## SOCIAL STUDIES

Social Studies courses intend to broaden student understanding of themselves, their society, and the world in which they live, through studying and analyzing man's past and present in a developmental sequence that enhances a critical and appreciative understanding of the present and prepares students to be more creative, active participants in the social dynamics of their time. All social studies courses require research.

We require four years of social studies: one year each of Geography, World History, and American History, as well as a semester each of Civics and Free Enterprise. All other courses are elective.

### **WORLD GEOGRAPHY H** 1 year, 1 unit

This course takes a thematic approach to world geography. After studying the physical geography of the world students study political, urban, and cultural geography. We give special emphasis to the contemporary world and significant changes since World War II. Each student will learn research and writing skills.

### **HUMAN GEOGRAPHY AP** 1 year, 1 unit

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Each student will, demonstrate research and writing skills.

The College Board Advanced Placement Test in Human Geography will be given in May.

### **CIVICS H** 1 year, 1 unit

This is a study of the three levels of government and the responsibilities of citizenship in the United States. Students will also relate constitutional principles to modern day issues. A unit of Free Enterprise is part of this course.

### **AMERICAN GOVERNMENT AP** 1 year, 1 unit (May substitute for the required Civics credit)

The course will cover the operation of the American democratic system and the various influences on the system. Among topics covered are the constitutional underpinnings of the system, political participation, political culture, the influence of interest groups, PAC's and political parties, and the workings of the courts. It is comparable to one semester of college-level political science study, designed to prepare the student for the College Board Placement examination in American Government in May. A unit of Free Enterprise is part of this course.

### **U.S. HISTORY H** 1 year, 1 unit

The content of the honors course in U.S. History makes up a significant portion of the state mandated exit test for graduation, as well as many other standardized tests. It is a survey course of the history of the United States from Reconstruction to the present. It stresses society's racial, ethnic, and religious diversity; the organization of the economic system around free enterprise; the American political system built upon constitutional and representative government; the essential elements of conflict and cooperation in American development; the great influence of geography on our interaction with the environment; the expression of the national destiny in social and political concerns within a religious and ethical framework; encouragement of technological and scientific innovation by American society; and the integral part that art, music, and literature play in society.

### **U.S. HISTORY AP** 1 year, 1 unit

This is a college-level U.S. History survey covering social, political, diplomatic and economic history from the pre-Columbian era to the present time. Long-range assignments may include book reviews and oral history

transcriptions. A college-level textbook will be purchased by each student. Students will be prepared for the College Board Advanced Placement Exam in U.S. History in May.

**WORLD HISTOR AP** 1 year, 1 unit Prerequisite: Senior standing

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will analyze primary evidence to understand these major societies. The course will introduce students to some of the major historiographical debates in world history. The course will prepare the student for the national AP exam in May.

**WORLD HISTORY H** 1 year, 1 unit Prerequisite: Senior standing

The H World History course will cover major civilizations from 1000 C.E. to the present, beginning with the foundations of the civilizations, their institutions and belief systems. The purpose of the World History Honors course is to develop greater understanding of the evolution of global processes and contacts. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will use secondary evidence to understand these societies.

**\*\* NOTE:** The state requires one credit in **either** World Geography or World History for graduation.  
EUROPEAN HISTORY AP FULFILLS THIS REQUIREMENT

**EUROPEAN HISTORY AP** 1 year, 1 unit Prerequisite: Senior standing

The European History AP course seeks to acquaint students who have demonstrated an extraordinary interest in the historical discipline and the rich and dynamic legacy of European civilization. Relying to a greater extent than normal on the analysis and evaluation of primary material, the course requires the student to demonstrate understanding equivalent to that gained in an introductory university course. Emphasis is on the general narrative of European history from the Renaissance to the present. The course also examines the political and diplomatic, intellectual and cultural, and social and economic history of Europe. The course seeks to encourage the development of cognitive skills that derive from the discipline of history. We place heavy emphasis upon the development of writing skills. The curriculum is flexible enough to undergo refinement and change as students and instructors display new interests or developing strengths, such as art or social history. Students will be prepared for the College Board Advanced Placement Exam in European History.

**PSYCHOLOGY AP** 1 year, 1 unit Prerequisite: Junior or senior standing

Psychology AP is a college-level, introductory course. The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of humans and other animals. Students will study the major core concepts and theories of psychology. They will learn how to do research and how to apply what they have learned to their own lives, to recognize psychological principles when they encounter them. Studies include critical thinking, readings in the subject, writing and the ethical standards that govern the work of psychologists.

**The following courses are offered in alternating years and are scheduled pending sufficient interest.**

**TWENTIETH CENTURY HISTORY** 1 year, 1 unit Prerequisite: Senior standing

This course is an elective that covers the history of the twentieth century from World War I to the present. The goal of this course is to gain an understanding of how the contemporary modern world came to be as it is. Toward that effort, students will study such twentieth century themes as the rise of Nazism and Communism, the Cold War, and the radical social and economic changes that have occurred since World War II. The course ends with an

examination of the collapse of the Soviet Union, the current situation in the world, and what the future might bring. The course goes beyond the use of history books to examine art, literature, philosophy and the cinema. Students also continue their training in the academic skills that one must master in the university setting. Most of the course is seminar style. Students analyze primary documents, debate historiographical points of view, and lead panel discussions on assigned topics.

**RUSSIAN HISTORY H** 1 year, 1 unit Prerequisite: Junior or senior standing

This course is a study of the history and culture of Russia. It offers students an opportunity to acquaint themselves with the methodology of research and analysis of social history, historiography, the role of ideology in historical and political determinism, and the role of great men and women in history. **Note: Pending interest, Russian History will be offered for the 2011-12 school year.**

**GREEK AND ROMAN CIVILIZATION H** 1 year, 1 unit Prerequisite: Junior or senior standing

A survey of the history of Greece and Rome from its most obscure beginnings to the dawn of the Middle Ages.

## PHYSICAL EDUCATION

**PHYSICAL EDUCATION I** 1 semester, 1/2 unit Prerequisite: None

This class is designed to develop strength, coordination, flexibility and cardiovascular fitness. Students will participate in activities such as basketball, volleyball, golf, cabbage ball, soccer, and track and field to help with development of large muscle groups.

**HEALTH** 1 semester, 1/2 unit Prerequisite: None

The Health program is designed to encourage and promote lifestyles based on the importance of wellness through vigorous activities and good health habits. Topics shall include, but are not limited to the following:  
a) health risks and their relationships to the quality of life and longevity, b) physical activity, c) weight control, d) cardio respiratory conditioning, e) stress control, f) basic physiology, and g) nutrition.

**PHYSICAL EDUCATION II** 1 year, 1 unit Prerequisite: Completion of Physical Education I

This class is designed to continue developing strength, coordination, flexibility, and cardiovascular fitness. Students will develop their fine motor skills by participating in activities such as badminton, flag football, hockey, ultimate frisbee, bowling, and recreational games.

**PHYSICAL EDUCATION III AND IV** 1 year, 1 unit each Prerequisite: Completion of all previous levels of Physical Education and membership in a athletic team at Franklin. Requires approval of the Athletic Director.

Physical Education III and IV are a continuation of Physical Education I and II with an emphasis on specialized sports or activities. These courses are designed to help improve skills in each student's specialized sport through strength and agility training.

## THE ARTS

The arts engage the imagination, foster flexible ways of thinking, develop disciplined effort, build self-confidence, and instill respect for other cultures. They enrich our lives through self-expression and study of world art. We encourage students to pursue arts electives as an essential part of a balanced, well-rounded education.

**ART I**                    1 year, 1 unit    Prerequisite:    None

Fundamental visual art experiences designed for students with interest or facility in art expression. Topics of concentration include projects in drawing, painting, color theory and art history. Photography is an option for instructor-monitored independent study.

**ART II**                    1 year, 1 unit    Prerequisite:    Completion of Art I

This course is designed for students with apparent facility and interest in art expression. Individual needs of students drive the choice of topics, which may include intermediate drawing, art history, painting, design sculpture, printmaking and individually selected projects. Photography is an option for independent study.

**AP Studio Art: Drawing (Art III)** 1 year, 1 unit    Prerequisite:    Completion Art I & II or TAV I & II

This course is designed for students with an expressed interest in advanced studio work that revolves around drawing – that is to say, oil and acrylic painting based on linear preliminaries, graphite and charcoal as final mediums, and most mixed-media work. Students will be guided to address all three sections of the prescribed Advanced Placement Portfolio: Breadth, Concentration and Quality.

Students will be challenged to develop personal concepts and approaches but, simultaneously, will be guided in the mastery of the technical form and presentation that might suit their ideas. Students will also be taught to understand that art making is an ongoing process that uses informed, critical decision-making to determine outcomes to aesthetic problems. Students will be expected to develop a comprehensive portfolio that addresses each of these issues in a personal way. Formulaic solutions to problems are discouraged.

**ART IV**                    1 year, 1 unit    Prerequisite:    Completion of AP Studio Art Drawing or Art III

Students actively participate in advanced exploration of individual artistic expression. Photography is an option.

**ART HISTORY, ADVANCED PLACEMENT**                    1 year, 1 unit    Prerequisite: junior or senior standing

Art History AP is an introductory study of art history to include visual art, music, comparative literature and cinema. Enlarging upon the sources-and-impact historical approach, the course will consider the prevailing concepts (philosophical, social) of each succeeding era and explore their bearing on works of art. Since a likely corollary of this posture is the question of enduring artistic relevance, the approach will also be critical--that is to say, analytical and evaluative. Lecture/discussions, seminars, color-slide presentations, arts vocabulary study, recorded music presentations will be a part of the course. We require assigned readings, seminar presentations, critical essays, book reports, tests and a final exam.

**MEDIA ARTS I (Photography)**    1year, 1 unit    Prerequisites: junior or senior standing

Photography is a course that offers instruction in traditional darkroom techniques, digital imaging as well as historical and contemporary issues in the field. First semester will focus on fundamental skills necessary for working with film, cameras, and basic darkroom equipment. Students will shoot, develop negatives, and generate their own prints. Second semester will primarily address components of digital photography: shooting, editing and other manipulative tools such as Photoshop. Students will prepare for portfolio development and future studio focus in the art of *writing with light*.

### **BAND H: BEGINNING, INTERMEDIATE, ADVANCED I and II**

4 courses, 1 year, 1 unit each Students may enroll for four years, earning 1 unit each year.

Prerequisite: Junior high or middle school band experience or sufficient private training and permission of the director.

Main areas covered are concert band music, rehearsal techniques and history of music styles played. Activities will include rehearsal (possibly before and after school or at night) and performance of band and orchestra music (first, second, and third players of each necessary instrument), all concerts and extra rehearsals, festivals and graduation. Each member must play either a solo or in an ensemble for the LMEA solo and small ensemble festival. All students, except football players or cheerleaders, play at each football game at which the band performs. First chair players must audition for All-State Band and/or Orchestra and for District Honors Band. We require participation in performance activities.

### **MEDIA AND MUSIC (Music Appreciation) 1 year, 1 unit Prerequisite: None**

Students will be introduced to the basic elements of music and will experience an overview of the history of Western Art Music. Some non-western cultures will be included. The course will consist of lectures, in-class listening and discussion, at home listening and reading assignments, videos and attendance at live musical events. Students will be required to attend designated musical performances. These performances will include a range of music from various styles of music and different musical time periods.

### **MUSIC THEORY I 1 year, 1 unit None**

In this course, students will develop a fundamental knowledge of music. This includes the ability to grasp and understand basic elements of music structure. They will develop the ability to recognize, understand, and describe the basic materials of music, as well as basic note-reading and music notation skills. Skills learned in this class will lead to a thorough understanding of music composition and music theory.

### **MUSIC THEORY II AP 1 year, 1 unit Prerequisite: 1 credit in Music Theory I or special permission of teacher.**

In this course, students will develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Skills learned in this class will lead to a thorough understanding of music composition and music theory. Students will develop skills in notation and terminology, including composition, aural, and analytical skills. Students will also develop skills in music notation computer programs.

### **ORCHESTRA H: BEGINNING, INTERMEDIATE, ADVANCED I and II**

4 courses, 1 year, 1 unit each Students may enroll for four years earning 1 unit each year

Prerequisite: Middle school and junior high experience or sufficient private training and permission of the director.

The main objectives are to improve performance skills, awareness of many kinds of music, and appreciation of music. We require participation in performance activities, including but not limited to extra rehearsals (before and after school, if necessary), concerts, music festivals, graduation, contests, participation in LMEA Solo and Ensemble Festival, and to audition for All-State Orchestra and District Honors Orchestra.

## **TALENTED IN THE ARTS PROGRAM**

In order to participate in the Talented in the Arts Program, students must be classified by the Office of Children's Services of Orleans Parish as talented in music, visual arts and/or theater arts.

### **TALENTED IN VISUAL ARTS (TAV) I Prerequisite: Classification as Talented in Visual Arts and IEP**

This is a foundation course that builds skills in two-dimensional and three-dimensional design. Students will study drawing with emphasis on perspective, proportion and value in pencil and colored pencil. They will create

paintings in watercolor, gouache and acrylic, concentrating on brushwork and detail in compositions that are abstract as well as realistic. They will construct ceramic sculpture as well as vessels.

**TALENTED IN VISUAL ARTS (TAV) II** Prerequisite: TAV I and IEP for TAV II

This course continues the exploration in two-dimensional and three-dimensional design.

Students will execute color and black & white drawings using charcoal, pastel as well as pencil. Subject areas will be: the human face and figure, compositions on the picture plane, landscapes and local architecture. They will continue studying painting in acrylic, watercolor, gouache and oil painting will be introduced. Other areas of concentration will be hand-building ceramics in pinch, slab, and throwing on the wheel.

**TALENTED IN VISUAL ARTS (TAV) III** Prerequisite: TAV II and IEP for TAV III

TAV III continues building skills in the use of different media in two-dimensional and three-dimensional design.

Students will be exploring the media and subjects of their choice in special subject sketchbooks, paintings and sculptures or vessels.

**TALENTED IN VISUAL ARTS (TAV) IV** Prerequisite: TAV III and IEP for TAV IV

Level IV TAV class works on their portfolios for acceptance into university or art school. Students will decide on subjects and media for a series of works to demonstrate their depth of skills.

**TALENTED IN THEATRE ARTS (TAT) I** 1 year, 1 unit each

Prerequisite: Student must audition and be accepted into the TAT program

This is a one-year elective course that gives a general introduction to the world of theatre. Each quarter has a particular emphasis – Theatre History, Play and Playwrights, Acting and Voice & Movement. This course is designed to provide the building blocks for the next few years in TAT courses.

**TALENTED IN THEATRE ARTS (TAT) II** 1 year, 1 unit each Prerequisite: TAT I

This is a one-year elective course that offers a theatre student the more technical aspects of theatre. Each quarter has a particular area of focus – Scenic Design, Lighting and Sound Design, Costumes and Makeup and Stage Management & Play Production.

Students will provide their own makeup brushes and facial cleanser for the makeup portion of the class

**TALENTED IN THEATRE ARTS (TAT) III** 1 year, 1 unit each Prerequisite: TAT II

This is a one-year elective course that concentrates on producing and directing for the theatre. The course will begin with the students writing, producing and directing their own play. In the beginning of the second semester, we will concentrate on House Management and Play Production. The final portion of the semester will focus on the aesthetics of film through viewing, critiquing and open discussions.

**TALENTED IN THEATRE ARTS (TAT) IV** 1 year, 1 unit each Prerequisite: TAT III

This is a one-year elective course that gives a recap of the past three years in TAT. Students will focus on their particular area of expertise and work (in class) one on one with the teacher and with the class during the school productions. Each student will have additional areas of study to be determined by the teacher and student. This course is designed to be an independent study.

## OTHER ELECTIVES

**SPEECH I** 1 year, 1 unit Prerequisite: none

Speech I has dual components: theory and practice. The theoretical component of the class, primarily first semester, moves from the ethics of communication (building responsibility and confidence), to person to person (listening, nonverbal communication, interviewing and group discussion), to preparation and process. In the second semester, the major focus will be on public speaking. Students will be expected to apply research skills,

prepare and deliver the major types of speeches. In addition, Parliamentary Procedure and Oral Interpretation will be studied and practiced.

**SPEECH II**      1 year, 1 unit      Prerequisite: Speech I

Speech II is an extension of speech I. Much of the focus of the course will be placed on competitive speaking: Dramatic Performance, Humorous Performance, Oral Interpretation, Duo Reading, Duet Acting, Original Oratory, Extemporaneous Speaking, Student Congress and debate. Students will develop skills necessary for preparing and performing each technique in class and in competition.