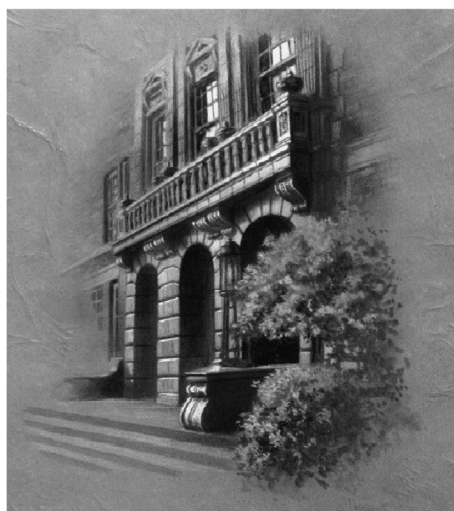


# Course Descriptions

Roosevelt High School  
2017-2018



*“What I am to be, I am now becoming”*

## Welcome to all new and returning Roughriders!

This booklet contains descriptions of the courses commonly offered at Roosevelt High School. As you peruse this book and make choices about the classes you will take, please bear in mind your high school graduation requirements and your post-secondary choices. We recommend that you meet with your counselor to ask questions about your options and to ensure that you are taking the classes you need to achieve your long-term goals.

Roosevelt High School is an incredible place of learning and discovery and is unique in that it offers its students a tremendous array of choices for all four years of high school. We believe that your hard work and talents, combined with the Roosevelt staff's support and dedication, will result in a quality high school experience. The entire Roosevelt community wishes you success.

Sincerely,

Brian Vance  
Principal

Mike Kelly  
Assistant Principal

Juan Price  
Assistant Principal

Kristina Rodgers  
Assistant Principal

**Roosevelt Motto:  
What I am to be, I am now becoming**

**School Colors:  
Green and gold**

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## About Choosing Your Classes

Although graduation from high school requires earning credit in a minimum of forty-two classes (forty-eight beginning with the class of 2021) and in specified subjects, students have many choices. With careful planning, you can explore personal and career interests and still take the prerequisites needed for your post-high school plan.

Your high school guidance counselors want to help you with that planning process. Our goal is to be welcoming and informative as we help you plan your four years at Roosevelt and beyond. Counselors monitor your yearly progress toward graduation and help refine your goals as you encounter obstacles and opportunities through your course work. We maintain your academic records, interpret grades from other schools, and guide you toward experiences that may enhance your total education. We encourage you to make an appointment with your counselor at least once each semester to go over registration choices and review your credits. You may see your counselor more often if you have specific questions.

In addition to asking your school counselor about what courses to take, parents and peers can advise you regarding your high school course selections. Teachers can also advise you on how you are currently doing, whether your goals are realistic, and in which areas you need to improve. Teachers can also describe the content of courses offered in their particular department.

As you choose courses, consider these things:

Identify which high school graduation requirements you have completed and which ones you have left to complete.

Think over what you want your high school diploma to mean. Will it qualify you for certain types of employment? Will it qualify you to enter a four-year college? Does it show consistent progress toward graduation? These goals may change every few months. Be sure to think about these goals before you commit yourself to the next semester of classes.

Consider your level of commitment if you want to take an AP class other than what is required for all students. (All students take AP Human Geography. All students choose either AP Language and Composition or the advanced College-in-the-High-School [CIHS] course sequence for the 11<sup>th</sup> or 12<sup>th</sup> grade year.) AP and CIHS classes use college-level textbooks and can be academically rewarding but are also academically challenging. Transferring out of an AP class at a later date is very difficult because of the district deadline for changing schedules and because seats are often unavailable in the non-AP equivalent classes.

Retaking Classes in which you did not receive credit or you received a "D": You may **not** choose a class below your grade level (e.g., U.S. History if you are a senior). You may be allowed to take a class you have missed, in which you did not receive credit, or in which you received a "D" if there is room when school starts in September. Other options for retaking classes may include after-school credit retrieval, summer school, or Running Start, and these options may be at family expense. See your counselor for help in any of these options.

We look forward to helping you to have a satisfactory high school experience!

## Roosevelt High School Counselors

Carrie Richard (Last name: A–E)

Niki Duncan (Last name: F–K, X–Z)

Brenda Espinoza-Gonzalez (Last name: L–Q)

Frank Heffernan (Last name: R–W)



# Roosevelt HS

## Graduation Requirement Checklist

For Classes of 2018 – 2020

Each box = .5 credit

<b>English</b> 4 credits	LA 9A	LA 10A	LA Option	AP LA 1/CIHS LA				
	LA 9B	LA 10B	LA Option	AP LA 2/CIHS LA				
<b>Social Studies</b> 3.5 credits	WH 1	AP Human Geo	US 11A	Am Gov't				
	WH 11	AP Human Geo	US 11B					
<b>Math*</b> 3 credits	Year 1	Year 2	Year 3	*College bound				
	Year 1	Year 2	Year 3	*College bound				
<b>Science</b> 3 credits	Physical	Biology	College bound					
	Physical	Biology	College Bound					
<b>World Language</b>	College bound	College bound	<b>Electives:</b> <table border="1" style="width: 100%; height: 40px; margin-top: 5px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table>					
College bound	College bound							
<b>Health &amp; PE</b> 2 credits	Health	PE	<b>Current credits = _____ / 21 total</b>					
	PE	PE						
<b>CTE (Occ Ed)</b> 1.5 credits								
<b>Art</b> 1 credit								

\*Through Algebra 2 or approved 3<sup>rd</sup> year alternative

OTHER REQUIREMENTS	TESTING	Notes:
Washington State History Met	ELA	<ul style="list-style-type: none"> <li>Shaded areas above represent minimal requirements of a typical 4 year college. Please check with your counselor and colleges of interest for their specific requirements.</li> <li>University of California schools require 2 classes (1 credit) in the same type of art</li> </ul>
PE Competency Met	Math	
Min 2.0 GPA Met	Science	
High School and Beyond Plan		
Current Service Hours: _____ / 60		



# Roosevelt HS Graduation Requirement Checklist

For Classes 2021 & Beyond

Each box = .5 credit

<b>English</b> 4 credits	LA 9A	LA 10A	LA Option	AP LA 1/CIHS LA			
	LA 9B	LA 10B	LA Option	AP LA 2/CIHS LA			
<b>Social Studies</b> 3.5 credits	WH 1	AP Human Geo	US 11A	Am Gov't			
	WH 11	AP Human Geo	US 11B				
<b>Math*</b> 3 credits	Year 1	Year 2	Year 3	4th year required for college prep/admissions			
	Year 1	Year 2	Year 3	4th year required for college prep/admissions			
<b>Science</b> 3 credits	Physical	Biology	Year 3				
	Physical	Biology	Year 3				
<b>World Language or PPR**</b> 2 credits			<b>Electives:</b>				
			<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td></td> </tr> </table>				
<b>Health &amp; PE</b> 2 credits	Health	PE	<b>Current credits = _____ / 24 total</b>				
	PE	PE					
<b>CTE (Occ Ed)</b> 1 credit							
<b>Art*** 2 credits or</b> 1 credit art & 1 credit PPR							

OTHER REQUIREMENTS	TESTING	Notes:
Washington State History Met	ELA	*through Algebra 2 or approved 3 <sup>rd</sup> year alternative ** PPR = Personalized Pathway Requirements = classes that further students' own interests and align with each student's High School and Beyond Plan. *** University of California schools require 2 classes (1 credit) in the same type of art
PE Competency Met	Math	
Min 2.0 GPA Met	Science	
High School and Beyond Plan		
Current Service Hours:	_____ / 60	

# Course Descriptions

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## Fine, Applied, and Performing Arts

### Visual Arts

Note: Contract classes are not available in the Visual Arts Department.

#### **Ceramics (Beginning/First Year)**

9, 10, 11, 12—Semester

1 period, ½ credit

\$35 Materials Fee (Additional fee for clay as needed)

This one semester class is designed for the student who is interested in learning to create with clay. The curriculum includes various hand-building techniques, use of the potter's wheel, ceramic sculpture, glazing, an introduction to the history of ceramics, and contemporary uses of clay.

#### **Ceramics Advanced**

10, 11, 12—Semester

1 period, ½ credit

\$35 Materials Fee (Additional fee for clay as needed)

Prerequisite: Ceramics with a minimum grade of B and Teacher's permission

This class is oriented toward those with some experience with hand-built and throwing techniques. Assignments include more elaborate slab and coil construction, experimental glaze applications on pots, and emphasis upon surface texture, application of lids, handles and spouts on bowls and vases. In addition, more emphasis is given to master the potter's wheel. This course will be of great assistance to students seeking a career as an artisan.

#### **Drawing/Painting (Beginning/First Year)**

9, 10, 11, 12—Semester

1 period, ½ credit

\$35 Materials Fee

This friendly foundation class offers a step-by-step approach to drawing and painting. Students experiment with everyday subjects to increase their observational skills while using a variety of drawing and painting media. In this class students also learn about famous artists and do artwork in the style of the artist studied. Absolute beginners and students wishing to gain more experience are welcome.

#### **Drawing/Painting Advanced**

10, 11, 12—Semester

1 period, ½ credit per semester

\$35 Materials Fee

Prerequisite: Drawing/Painting with a minimum grade of B and instructor's permission (bring portfolio).

In this course, students work on deepening their understanding of fundamental skills. Some independent work is encouraged. This course will be of great assistance to those seeking a career in the art world. Class may be taken again for additional credit.

#### **Photo Foundations**

9\*, 10, 11, 12—Semester

1 period, ½ credit

\$85 Materials Fee

Available as Fine Art or Occ. Ed. credit

Students are required to have a working 35-mm film camera.

Photo I is designed to explore the photographic process as a method of creative visual communication. The curriculum covers simple camera operation, principles of exposure, film development, printing, and picture content. This course will assist those students seeking a career in any of the graphic arts and communication fields.

\*Priority for Photo 1 will be given to tenth, eleventh, and twelfth graders.

#### **Photography – Advanced 1**

10, 11, 12—Semester

1 period, ½ credit

\$85 Materials Fee

Available as Fine Art or Occ. Ed. credit

Prerequisite: Photo Foundations with a minimum grade of a "B" and teacher signature

This class is for students who have completed Photography 1. Students who have earned at least a "B" in Photo 1 are the most successful in this course.

Emphasis is placed on the refinement of the techniques and ideas presented in the beginning class. Some independent work could include an introduction to Photoshop, computer and digital imaging, and other production methods. This course will assist those students seeking a career in any of the graphic arts and communication fields.

**Photography – Advanced 2**

10, 11, 12— Semester

1 period, ½ credit

\$85 Materials Fee

Available as Fine Art or Occ. Ed. credit

Prerequisite: Photography Advanced 1 with a minimum grade of a “B” and teacher signature

This class is for students with a strong interest in photography who would like to continue to develop the technical and aesthetic aspects of their work while exploring subjects and techniques of personal interest. Students will begin to focus on self-directed, in-depth, multiple-image photography projects. Photography students will learn how to create, evaluate, and prepare a portfolio, which they may choose to use for college submission.

**AP (Photo) Studio Art 2D Design**

11, 12— Year long

1 period, 1.0 credit

\$85 Materials Fee per semester plus one time \$40 AP portfolio submission fee

Fine Arts Credit

Prerequisite: A or B in Photo Foundations, Advanced Photo, and teacher signature

AP Photo is an intense college level photography course where students will continue their exploration into various techniques and media. They will further develop their personal voice in the visual arts as they work in photography. The focus of the course is that of building a portfolio of the student's own original work, assembling that portfolio within the guidelines established by the College Board and submission of the portfolio for review at Princeton.



## Performing Arts—Theatre

### Theatre 1: The Theatre Experience

9, 10, 11, 12—Semester

1 period, ½ credit                      \$10 Lab Fee

Theatre 1 introduces students who are new to performing or are casually interested in multiple aspects of the theatre experience. The course covers creative and improvisational work, scene memorization, vocal technique, and physical stage movement. Students critique performances, read and see plays, and study the components of strong stories and characters. This course is intended for those who are curious about theatre and want to give it a try!

### Theatre 2: Acting Foundations

9, 10, 11, 12—Semester

1 period, ½ credit                      \$10 Lab Fee

Prerequisite: Theatre 1 OR prior theatre experience

Theatre 2 builds upon skills learned in Theatre 1 and emphasizes characterization, blocking, auditioning, and making performances believable. Students start an acting portfolio and study classic and contemporary stage literature throughout the course. Theatre 2 culminates in producing a one-act play. This course is intended for those who have completed Theatre 1 OR those with prior theatre experience. Theatre 2 is a prerequisite for taking many higher-level theatre courses at Roosevelt and completion is a requirement before auditioning for after-school winter play productions.

### Theatre 3: Special Topics

9, 10, 11, 12—Semester

1 period, ½ credit                      \$40 Lab Fee

Prerequisite: Theatre 2 or teacher permission if a Senior. Theatre 3, 6, & 8 may be taken out of sequence.

Theatre 3 will include exploring special forms and styles of the theatre, with specialists in a variety of topics including improv, pantomime, stage make-up, combat, creative drama, etc. This class is partnered with professional theatre artists and will culminate in a Variety Show performance.

### Theatre 4/5 LA Option: Script Analysis and Theatre History

11, 12—Semester

1 period, ½ credit                      \$10 Lab Fee

Prerequisite: None (Theatre 2 encouraged)

This theatre and Language Arts Option class for upper grades will introduce students to theatre styles/genres from different parts of the world through selected study of dramatic literature ranging from early times to the present. Students will study a variety of written material unique to specific cultures and their time in history. Students will analyze and evaluate how the play reflects a particular culture, place, or history as well as analyze the text to identify theme, setting, plot, character, conflict, and objectives. The course is recommended for any

juniors or seniors looking for an LA option that is theatre related and will culminate in a performance of material selected from the literature surveyed.

### Theatre 6: Literature as Theatre

10, 11, 12—Semester

1 period, ½ credit                      \$40 Lab Fee

Prerequisite: Theatre 2 or teacher permission

This course covers the development of drama and theatre in its various forms, specifically the Book-It style. This class partners with Book-It Theatre for the first quarter during which advanced acting techniques will be taught while adapting, rehearsing and performing short stories/dramatic literature. Continued work on vocal, physical and imaginative skills will be emphasized. Advanced theory and practice of stage direction including selection of play casting, blocking and production of short stories in the Book-It style will be the primary focus of the second quarter of the semester.

### Theatre 7: Directing

12—Semester

1 period, ½ credit                      \$10 Lab Fee

Prerequisite: Teacher signature; Theatre 2; and at least one of either: Theatre 3, 6, or 8, and application/interview to take place in June 2017. OccEd & elective credit available.

Students select and produce short plays, learning the basic elements of directing and leadership. Topics include script analysis, collaboration with designers, casting processes, scheduling, table work, blocking, and creating an ensemble. The class culminates in producing the annual Dramafest Festival of One Act Plays.

*Anyone intending to apply for the class in June must register for it now AND get signature approval from Ms. Greve or Mr. Stuart. This signature confirms your intent to apply for the class in June. Students will not be able to apply without first registering for the class and getting a signature! Those who are not accepted into the class in June will work with their counselors to find a different class.*

### Theatre 8: Playwriting

10, 11, 12—Semester

1 period, ½ credit                      \$50 Lab Fee

Prerequisite: Theatre 2 or teacher permission if a senior. Theatre 3, 6, & 8 may be taken out of sequence.

This class offers the opportunity to work in close partnership with professional theatre company as writers and performers. Students will have the opportunity to learn the craft of playwriting and then workshop these pieces under the guidance of professional artists in Seattle. The class culminates with the “Roughwriters” show – a final performance of original student work.

**Theatre 9: Play Production**

11, 12—Year  
1 period, ½ credit                      \$10 Lab Fee

Prerequisite: Theatre 2 and teacher signature; audition in June 2017. OccEd and elective credit available.

Auditions for this first semester Play Production class happen in the Spring of the year before and are open to anyone who has completed Theatre 2. This class will present one or two mainstage productions, with most rehearsals happening in class until tech begins after school. While the class is repeatable, students must audition each year as the type and number of roles available is dependent on the needs of the production(s) themselves.

*Anyone intending to audition for this class in June must register for it now AND get signature approval from Ms. Greve or Mr. Stuart. This signature confirms your intent to audition in June. Students will not be able to audition without first registering for the class and getting a signature! Those who are not accepted into the class in June will work with their counselors to find a different class.*

**Theatre 10 (Musical)**

9, 10, 11, 12—Semester  
1 period, ½ credit    ASB card required

Prerequisite: By audition only.

Students learn the combination of skills that this art form requires: singing, dancing, and drama. The semester culminates with the full-scale production of the musical. After school rehearsals are mandatory.

**Intro Dance**

9, 10, 11, 12—Semester  
1 period, ½ credit                      \$10 Lab Fee

Designed for the student with little to no prior movement experience, Introduction to Dance will teach the basic principles of movement: space, time, shape, and effort through Ballet, Jazz, Musical Theatre and Lyrical dance forms. Students will learn basic dance terminology, technique and choreography skills all while developing an appreciation for dance as an art form. No prerequisites. This class also provides an opportunity for students interested in auditioning for Musical who (due to lack of resources or time) are unable to obtain extracurricular movement training.

**Dance Intermediate**

9, 10, 11, 12—Semester  
1 period, ½ credit                      \$10 Lab Fee

Designed for the student who has either completed Introduction to Dance or a beginning Jazz or Ballet class; Dance 2 will build on and review the basic principles of movement: space, time, shape, and effort through Ballet, Jazz, Musical Theatre and Lyrical dance forms. Students will learn intermediate/advanced dance terminology, technique and choreography skills all while increasing an appreciation for dance as an art form. This

class also provides an opportunity for students interested in auditioning for Musical who (due to lack of resources or time) are unable to obtain extracurricular training.

**Tech Theatre Foundations**

9, 10, 11, 12—Semester  
1 period, ½ credit    ASB card required  
Fine Arts or Occ. Ed credit

Prerequisite: Teacher permission required  
Specify either Gen Tech or Costume

This practical class introduces students to the world of Theatre technology and design. Students learn the basic tools, materials, and methods required to design and build scenery, lighting, props, costumes, and sound for play production. Completing an Individual Project is also required for this course. After school/evening tech crew service is an essential part of the program and is encouraged for advancement in the program.

Technicians looking to become PAID crew for non-theatre department events at Roosevelt are required to enroll in this class.

General Tech – Taught in partnership with Seattle Scenic Studios, students will receive safety training and learn the basics to build and manage lighting, sound, and scenic equipment for actual productions.

Costumes – This class examines the history of costuming and trains students in the basics of cutting, draping, stitching, and crafts. Students learn to design and construct costumes for our extra-curricular productions.

**Tech Theatre Advanced**

9, 10, 11, 12—Semester  
1 period, ½ credit    ASB card required  
Fine Arts or Occ. Ed credit

Prerequisite: Teacher permission required  
Specify either Gen Tech or Costume

This repeatable class builds on the skills learned in Foundations and places students in a leadership role. In addition to gaining deeper knowledge and experience in a specific tech area of interest, students in Advanced Tech have the opportunity to train and mentor beginning students as well as serve as tech leads on our productions students will complete another Individual Project and are encouraged to submit it for Tech Individual Events through Washington State Thespians where it may become selected to compete at Nationals!

General Tech – Taught in partnership with Seattle Scenic Studios, students will receive safety training and develop their skills in building and managing lighting, sound, and scenic equipment and other students for actual productions.

Costumes – This class examines the history of costuming and trains students to build their skills of cutting, draping, stitching, and crafts. Students learn to design and construct costumes for our extra-curricular productions.

## **Performing Arts—Music**

### **Band: Concert Band**

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$5 Lab Fee and ASB card required

In this class, students study band literature in preparation for performances. They work to develop the skills of tuning, rhythm, tonal production, and rehearsal/performance discipline. Various styles of literature are explored. Students receive experience in public performance. Participation in marching band is encouraged.

### **Band: Symphonic Band**

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$5 Lab Fee and ASB card required

Prerequisite: Audition

In this advanced course, students explore challenging contemporary and traditional band literature. There are numerous performances, competitions and festivals. Participation in Marching Band is encouraged.

### **Wind Ensemble**

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$5 Lab Fee and ASB card required

Prerequisite: Audition

In this advanced ensemble, students study symphonic band and orchestra scores. They explore challenging contemporary and traditional concert literature. There are numerous performances, competitions and festivals.

### **Band: Jazz Band**

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$5 Lab Fee and ASB card required

Prerequisite: Audition required

This class comprises advanced students who explore the creative freedom of Jazz. Students become fluent readers of music and gain an understanding of chord-symbols. Students must be prepared to attend sectional rehearsals outside of regular school hours and be available to travel to jazz festivals throughout the Northwest and beyond.

### **Concert Orchestra: 9<sup>th</sup> Strings**

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$30 Lab Fee per semester and ASB card required

Prerequisite: Audition

Students will be studying string orchestra literature. This class develops the skill of tuning, rhythm, tonal production, and rehearsal performance discipline. Various styles of literature are explored. Students receive experience in public performance as well as music festival experience.

### **Chamber Orchestra**

10, 11, 12—Year

1 period, ½ + ½ credit

\$30 Lab Fee per semester and ASB card required

Prerequisite: Teacher permission

This group of 15–25 string players performs chamber literature from all periods of music. Students perform both string orchestra music and small chamber ensembles from the Baroque period through modern music. Students must be prepared to attend after-school rehearsals, evening and weekend concerts, festivals, and competitions.

### **Symphony Orchestra**

10, 11, 12—Year

1 period, ½ + ½ credit

\$30 Lab Fee per semester and ASB card required

Prerequisite: Audition

This is a large performing group using symphonic instrumentation. This group performs symphonic works in concerts and competitions. Students must be prepared to attend after-school rehearsals, evening and weekend concerts, festivals, and competitions.

### **Piano: Beginning**

9, 10, 11, 12— Semester

1 period, ½ credit

This class is for the beginning student interested in learning note reading and music theory fundamentals. Individual learning and group playing time is provided.

### **Piano: Intermediate and Advanced**

9, 10, 11, 12—Semester

1 period, ½ credit

Prerequisite: Beginning Piano

This one-semester class is a continuation of the beginning class in piano.

**Concert Choir**

9, 10, 11, 12— Semester

1 period, ½ credit

\$10 Lab Fee per semester and ASB card required

Roosevelt Concert Choir is a non-auditioned choir for students from 9th to 12th grade. The course focuses on good singing technique, learning to sing by sight, and building ensemble skills. Students sing a variety of repertoire: folksongs, pop, classical, and jazz. Each year, students participate in a weekend retreat, sing in multiple concerts, compete in festivals and go on tour. Concert Choir is a prerequisite to Vocal Jazz.

**Vocal Jazz**

9, 10, 11, 12—Year

1 period, ½ credit per semester

\$5 Lab Fee and ASB card required

Prerequisite: Audition

This small, select group of singers and rhythm-section players perform jazz music of yesterday and today. Emphasis is placed on ensemble and improvisation. Students must be prepared to enroll both semesters and attend all rehearsals, performances, fund-raisers, and festivals.

## Business and Technology Education

### *Business*

#### **Business Law 1 / Business Law 2 (Advanced)**

10, 11, 12—Semester  
1 period, ½ credit

Explore law and human rights in society and in the business world. Mock trials, speeches, and debates will reflect current issues. We will discuss legal principles as applied in business and in our personal lives. Learn about juvenile rights and responsibilities. Analyze legal cases, ethics, the court system, crimes, torts, property law and contract/consumer law. Spring semester we will partner with the UW Law School for its Street Law class. There will be a field trip to the UW Law School.

Note: Repeating students may take Advanced Law, with permission from Ms. MacLennan.

#### **Introduction to Business**

9, 10, 11, 12—Semester  
1 period, ½ credit

Gain success for your future! Show your talents as you create a business of your choice. Explore the world of money, investments, and global economics. Develop a career and college plan with a professional portfolio and resume. In this active survey course, we'll explore how successful companies work around the world, practice ethical leadership, and learn to make smart financial decisions.

Note: Repeating students may take Advanced Business with permission from Ms. MacLennan.

#### **All about Business for Advanced Leads**

10, 11, 12—Semester  
1 period, ½ credit

Prerequisite: Intro to Business or teacher permission  
Gain leadership skills in “Advanced Business” with a strong team of “Advanced Leads” who guide, “Intro to Business” students and learn about investments, business plans and economics. Apply what you have already learned to new projects including a “multi-national corporation.” Explore how successful companies work around the world; learn to make wise decisions as a manager. The “Leads” will help design and set up projects, edit papers, and mentor with visiting entrepreneurs. You will participate as a coach in discussions, present speeches ahead of others and provide guidance.

#### **Marketing 1, 2, 3, 4**

9, 10, 11, 12—Semester  
1 period, ½ credit

Fee \$30, (only required once per year.)

This course prepares students in both an academic and a practical manner. The goal is to link the facts and figures of the classroom with success in the real world. Everyone wants to be successful—this class coaches life skills and provides opportunities to help build confidence.

Organizations spend billions of dollars a year on marketing efforts in the US to influence the public's buying decisions. Students will learn how to market themselves, products, and services. Students will also learn about careers in marketing and advertising in a fun, interesting class. There are leadership opportunities in DECA which will provide the student with many opportunities for travel, leadership development and practice, scholarship opportunities, and fun. Most assignments will be completed in class, but students can expect an average up to one hour of homework per wk. All Marketing courses are schedule together and then students are broken out into specific Marketing courses after the start of the term.

Note: Students in Marketing 2, 3, 4 may choose to concurrently enroll in the School Store course.

#### **School Store/Marketing Lab**

10, 11, 12—Semester  
1 period, ½ credit

Fee \$30, (only required once per year.)

Prerequisite: Marketing 1 or Intro to Business or teacher permission (Ms. Smith)

This is a unique course offered 4<sup>th</sup> period, involving on-campus work experience in a functioning business: the Green & Gold Exchange student store. Student employees are trained to operate electronic cash registers and to handle the following jobs: advertising, purchasing, inventory control, record-keeping, food preparation, stock maintenance, clothing sales, store maintenance, and cleaning. Courtesy, service, honesty, and professionalism identify the successful student working in the store. Excellent attendance is essential to your success in this course. Staff is encouraged to be involved in DECA. If 1<sup>st</sup> period works better in your schedule, see Ms. Smith about possibly getting your store experience by being the G & G Coffee barista.

#### **Advertising 1, 2**

9, 10, 11, 12  
1 period, ½ credit

Fee \$30, (only required once per year.)

Advertising is an introductory course designed to introduce and provide project-based opportunities to display understanding of advertising used as a marketing strategy. If a student is creative and curious about the “powers of persuasion,” he or she will enjoy this course. It has a focus that allows students to investigate the basics of advertising in radio, magazines, TV, store layout and design as well as the development of it in social media.

The course will include discussion and both independent and team work, including developing an advertising campaign. Students will gain insight into what advertising tools are most effective and evaluate the effect

advertising has on individuals, including themselves. Enrollment in this course makes students eligible for participation in DECA activities, including conferences and local and regional competitions. Most assignments will be completed in class, but students can expect an average up to one hour of homework per week.

All Advertising courses are schedule together and then students are broken out into specific Advertising courses after the start of the term.

This course is also eligible for Art Credit upon request.

#### **Administrative Services**

11, 12—Semester

1 period, ½ credit

Permission required (get form from counselor)

Work as an aide in the Main Office, Counseling Center, or Attendance under the supervision of classified staff.

Pick up the TA form in Sept. from your counselor and have the appropriate secretary sign it.

Students cannot select TA positions during registration. These positions can be arranged approximately one week before the term begins, up through the end of the open schedule changes period.

#### **Library Assistant or Office Assistant**

11, 12—Semester

1 period, ½ credit

Permission required (Get form from counselor)

Either work as an aide in the Library under the supervision of the Librarian and classified staff or as an aide in the Teen Health Center under the supervision of the Nurse and the Teen Health Center staff.

Pick up the TA form in Sept. from your counselor and have either the Librarian or the Nurse sign it.

Students cannot select TA positions during registration. These positions can be arranged approximately one week before the term begins, up through the end of the open schedule changes period.

#### **Web Design 1**

9, 10, 11, 12—Semester

1 period, ½ credit

This course is an introduction to creating professional-quality websites for business, community, entertainment, or personal uses. Students will develop the knowledge and skills to create attractive and functional websites, emphasizing both the technology and design processes. They will learn the fundamental concepts and tools for creating websites using HTML (the language used to structure web pages and online content) and CSS (the language used to give a website its form and visual style). Students will develop a final project of their own choosing, using a high-level Content Management System (CMS) to create a fully functional website.

#### **Web Design 2**

9, 10, 11, 12—Semester

1 period, ½ credit

Prerequisite: Web Design 1

This course is a continuation of Web Design 1, for students who wish to pursue the field in greater depth. Students in this course will conceive, research, design, develop, and operate a functioning website for a real client or user community. The website focus and goals, chosen by the student, are first developed in a project proposal. Once the project is approved, students are expected to work with a high degree of independence and self-direction to bring it to fruition, emphasizing good planning, documentation, communication, design, technology, and usability. Team projects are encouraged, as web design is a highly collaborative and multidisciplinary endeavor.

#### **Introduction to Programming**

9, 10, 11, 12—Semester

1 period, ½ credit

This course is an introduction to computer science and software engineering for all students interested in developing software applications, not just using them. Through a project-oriented approach, students will explore a variety of programming systems and languages to create interactive applications and systems. By collaborating in a hands-on environment, students will learn problem solving, software design, debugging strategies, and the foundations of computer science (data structures, procedures, and algorithms). Using open-source software tools such as Python, and students will work on projects (both individual and team) in the areas of graphics and games, animation and art, electronics systems, and interactive fashion.

#### **AP Computer Science A**

10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: Algebra 1A/1B

This course is an introductory study of the theory and practice of computer science and software engineering. It covers fundamental concepts of programming, including data structures, algorithms, and procedures, as well as object-oriented methodologies. Students will learn problem-solving techniques, software design and documentation skills, and development and debugging strategies, all using the Java programming language.

This Advanced Placement course prepares students to take the Advanced Placement Computer Science A Exam in the spring.

In addition, this course is the equivalent of the University of Washington's Computer Science 142—students can register to earn five UW credits through the UW in the High School program. More information about this UW program can be found at [www.uwhs.washington.edu](http://www.uwhs.washington.edu).

### **Computer Science Projects 1/2**

11, 12 -- Semester/Year

1 period, ½ credit per semester

Prerequisite: AP Computer Science A or equivalent course

Permission of instructor is required.

This course provides an opportunity for students with significant programming experience to work on a semester-long project of their own choosing. Students will learn structured software engineering processes and project management strategies, as well as explore advanced topics in computer science. Under the supervision of the instructor and local computing professionals and working in teams, they will develop project proposals, implement their designs, and document and present their work. Students taking this course are expected to be self-motivated and capable of independent, supported work. Students who wish to spend an additional semester in this pursuit may register for CS Projects 2 also.

## **Technology**

### **Introduction to Engineering Design—PLTW**

9, 10, 11, 12—Year

1 period, ½ credit each semester

Lab fee: \$25.00

This is a hands-on pre-engineering course from a program called "Project Lead the Way". This introductory course develops student problem solving skills, with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer-Aided Design System (CAD) will also be used to analyze and evaluate the product design. The state-of-the-art techniques are taught using modern equipment, which is currently used by engineers throughout the United States.

### **Computer Integrated Manufacturing—PLTW**

10, 11, 12—Year

1 period, ½ credit each semester

Lab fee: \$25.00

Prerequisite: Intro to Engineering Design

This course applies principles of robotics and automation. It builds on computer solid modeling skills developed in Introduction to Engineering Design. Student use CNC equipment to produce actual models of their 3-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are used.

### **Digital Electronics—PLTW**

9, 10, 11, 12—Year

1 period, ½ credit each semester

Lab fee: \$25.00

Prerequisite: Intro to Engineering Design

This is an engineering course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Any student can sign up for this yearlong course.

**Aerospace Engineering—PLTW**

9, 10, 11, 12—Year

1 period, ½ credit each semester

Lab fee: \$25.00

Prerequisite: Intro to Engineering Design

Through hands-on engineering projects developed with NASA, students learn about aerodynamics, astronautics, space-life sciences, and systems engineering (which includes the study of intelligent vehicles like the Mars rovers Spirit and Opportunity).

**Project Management—PLTW**

9, 10, 11, 12—Year

1 period, ½ credit each semester

Lab fee: \$25.00

Prerequisite: Intro to Engineering Design

This class is an introduction to Project Management in Contemporary Organizations. It includes the role of the project manager, characteristics and attributes of successful project managers; and the challenges of managing projects in a multicultural and global environment.

The class covers project selection criteria, project planning systems, work breakdown, structure analysis, negotiation, and conflict resolution to facilitate planning. The course will cover the process and guidelines for developing a schedule, the construction of Gantt Charts, CPM and PERT methods.

**Engineering Design & Development—PLTW**

12—Year

1 period, ½ credit each semester

Lab fee: \$25.00

Prerequisite: Intro to Engineering Design and two specialization courses

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.



## Family and Consumer Science

### Independent Living

11, 12—Semester  
1 period, ½ credit

Preparing for life after high school is a complex issue! In this class you learn essential life skills to prepare you for the real world after high school. Financial Fitness for Life will be a major unit in this class and will entail budgeting, understanding credit, checking accounts and debit cards, college and credit card debt, credit reports, saving and investing, taxes, retirement savings and protecting yourself from financial disaster. Surprisingly, many people, including many college graduates, lack the information necessary to manage their finances successfully. Developing and understanding good financial habits at a young age will help you avoid costly mistakes in your future. Items also included in this class will be consumer awareness, job, career and college preparation, developing social and personal responsibilities, character education, relationships with family, peers and future partners, living with roommates, daily living skills, emergency preparedness and leadership.

### Apparel and Textiles

9, 10, 11, 12—Semester  
1 period, ½ credit

This class teaches fashion trends, careers in fashion and individualized sewing instruction in a lively, “hands on” atmosphere where the student finds success at his/her own pace. The methods used include a “Recycle and Redesign” unit where the students are encouraged to bring in used fabric to create projects. Students will supply their own sewing supplies and some new fabric as well. Six sewing projects are required to pass the class, as well as research papers and Power Point presentations on designers and fashion through the ages. Global and cultural fashions and fabrics, leadership and community projects are also a part of this very popular course.

### Family Health (10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> grades)

10, 11, 12—Semester  
1 period, ½ credit

Prerequisite: Counselor permission

This course is only available to students who were not enrolled with SPS for 9<sup>th</sup> grade or were unable to take Health in 9<sup>th</sup> grade due to extenuating circumstances. Family Health is a comprehensive vocational course that deals with issues and topics related to making choices regarding exercise and personal health. Students will explore family and community health issues and resources. Included in this course are opportunities to explore global and cultural influences, careers, and leadership.

This course follows Health and Physical Education guidelines. Community college credit may be available for HIV/AIDS studies.

### Nutrition and Wellness

9, 10, 11, 12—Semester  
1 period, ½ credit

Learn to prepare all kinds of foods for yourself and your friends. Explore nutrition issues and practice leadership in solving problems in various food areas such as careers, gourmet techniques, time management, food costs, and using a variety of equipment. Be creative in presenting and enjoying a wide selection of ethnic foods as well as the standard American favorites.

### Culinary Arts/ProStart 1A/B

10, 11, 12—Year  
1 period, ½ credit each semester

Prerequisites: Nutrition and Wellness and teacher permission

This course focuses on the Food Services/Hospitality Industry. The emphasis is on familiarization with industry techniques and standards in relation to meal preparation and the business of running a food service operation. Skills are built in the following areas: sanitation and safety, equipment; basic food preparation and cooking principles; metric and standard measure; structure of the recipe and menu, preparation and service of meals and career awareness.

### Human Development

9, 10, 11, 12—Semester  
1 period, ½ credit

Study the principals of human growth and development, nutrition, and wellness to become more aware of the ages and stages of child to adult, birth to aging, across the lifespan. Students use a variety of learning strategies, technology, and applications to explore careers and skills leading to introductory health-related and early childhood certifications.

### Psychology 1

10, 11, 12—Semester  
1 period, ½ credit

Communication, understanding others, conflict management, and respectful relationships across the lifespan, are key components of this course. The course, based upon National Standards of Family & Consumer Sciences, draws from multiple fields, including: human relations, sociology, psychology, growth and development, health and wellness, science (scientific method) and history. Students use research, technology, and other applied skills in a variety of real-world family, work, and community settings.

**AP Psychology**

11, 12—Year

10<sup>th</sup> graders may take this course with teacher permission

1 period, ½ credit per semester

AP Psychology is a full year college level course. The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course considers the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. This course provides a learning experience equivalent to that obtained in most college introductory psychology courses.

College credit may be available for those who pass the AP test in the Spring.

This class will be taught in conjunction with Psychology (CIHS). (Students must choose either AP Psychology or Psychology (CIHS).

**Psychology (CIHS)**

11, 12 – Year

10<sup>th</sup> graders may take this course with teacher permission

1 period, ½ credit per semester

Psychology through the University of Washington in the High School program is a one year course that offers five University of Washington credits for completion. The course covers the scientific study of behavior and mental processes of human beings and other animals. The class includes the psychology facts, principles and phenomena associated with each of the major subfields of psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Grade from this class will be transferred to UW transcript if the student decides to enroll. A fee is necessary for UW credits.

This class will be taught in conjunction with AP Psychology. (Students must choose either AP Psychology or Psychology (CIHS).

## Language Arts

The Language Arts department is committed to offering a wide variety of LA options in an untracked environment.

All courses emphasize multicultural and multi-ethnic texts. Our courses are designed to give students the tools they need to think and act responsibly in a global community, to write and speak in a post-secondary environment, and to participate deeply in their culture.

### Overview of Language Arts Course Offerings

Classes that fulfill 9<sup>th</sup> grade requirements: 9A and 9B.

Classes that fulfill 10<sup>th</sup> grade requirements: 10A and 10B.

11<sup>th</sup> and 12<sup>th</sup> grade: All students are required to take Advanced Placement Language and Composition or a College in the High School sequence during either the junior or senior year.

Most colleges require two more semesters of Language Arts. All LA Option courses satisfy this expectation and are open to 11<sup>th</sup> and 12<sup>th</sup> graders without priority.

### Language Arts course offerings, by grade level

9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> and 12 <sup>th</sup> grade	LA Options for 11 <sup>th</sup> and 12 <sup>th</sup> grades	
^ LA 9A	^ LA 10A	Required for class of 2017 & 2018:	Short Writings and Readings (Creative Writing)	Science Fiction Shakespeare
^ LA 9B	^ LA 10B	AP Language and Composition (full year course) <b>OR</b> one of the CIHS sequences	African Amer. Lit Modern World Lit. Philosophy & Literature	Short Story Speech Women's Lit
		College in the High School (CIHS) sequence: CIHS Living in Place	Native Amer. Lit	
		College in the High School (CIHS) sequence: CIHS Ethnic Literature	Hands for a Bridge/Travel*	
		College in the High School (CIHS) sequence: CIHS Writing in Comp Lit		
		LA Options (see next column)		

#### Electives

Yearbook

Newspaper

^ Fulfills a specific graduation requirement for that grade level.

\*Full year course, entrance by application only

### Honors in Language Arts Courses

After ninth grade, all LA classes may be taken for honors credit. Perhaps one of Roosevelt's most unique characteristics, LA asks students to bring "honor" to the class rather than be a passive recipient of tracked classes. Students choosing to achieve honors must meet certain requirements, the most important of which is to take control of their education and bring something extra to the class.

For honors credit, students must complete these steps:

- sign a contract during the first three weeks of class
- maintain a grade of 80% or higher in the Language Arts class
- participate in department-wide seminars on outside, course-related books determined by the course teachers
- write papers of extended depth on the regularly required assignments or write additional papers, by mutual agreement of student and teacher
- propose, contract and complete an independent project related to the regular course of study
- create and maintain a portfolio of all course work
- request honors designation at the end of the term

Students in 10<sup>th</sup> grade can earn LA 10 Honors. This will read as World Lit Issues & Composition A/B H.

Students in 11<sup>th</sup> or 12<sup>th</sup> grade LA Options classes can also earn Honors designations.

In 11<sup>th</sup> grade, no matter the LA Option course taken, the Honors course will read as Amer Lit Comp 11 A/B H.

In 12<sup>th</sup> grade, no matter the LA Option course taken, the Honors course will read as Compare Lit Comp 12 A/B H.

## ***Ninth grade classes***

### **Intro. To Lit. Comp. 9 A/B (blocked with World History 1 & 2)**

9—Year

2 periods blocked 2 credits

This is a team-taught, yearlong, integrated curriculum. In each block, Social Studies and Language Arts merge curriculum for in-depth study. Classes are cross registered, so teachers can use two-hour blocks and work on cross-curricular projects. This small “school within a school” gives entering freshman a home base and consistent teacher to ease into the larger school. Literature in the ninth grade block is chosen to reflect the geographical areas of Asia, Europe, the Middle East, and Africa.

Students write in a variety of modes, finishing four cornerstone assignments: literary analysis, short story, poetry, and researched argument. Students who complete freshman year will be prepared for the rigorous approach found in 10<sup>th</sup> grade AP Human Geography and Global Literature.

## ***Tenth grade classes***

### **World Lit. and Comp. 10 A/B (Non-blocked)**

10—Year

1 period, 1 credit

This yearlong course surveys Global Literature as a link to the 10<sup>th</sup> grade AP Human Geography curriculum taught in the Social Studies Department. Students will read fiction, poetry, essays and personal narratives that reveal the depth of the global human experience. One essential focus will be on the discovery and the practice of what makes a good community.

Students continue to master four cornerstones identified as necessary preparation for higher level writing found in Language Arts Options and post-secondary studies.

### **World Lit. Issue & Comp. 10 A/B (with AP Human Geography Integrated)**

10—Year

2 periods, ½ credit each period per semester

Essential to the Global Studies Block is the creation of a strong, supportive learning community. In this curriculum, Language Arts and Social Studies collaborate in an interdisciplinary approach to the literature, history and social development of global society. Students take this class in a two-hour block, producing several projects which ask for synthesis of history, social science, literature and the arts. In addition, students write in a variety of rhetorical and artistic modes. Students will also master four cornerstones identified as necessary preparation for higher level writing found in Language Arts Options and post-secondary studies

## ***Eleventh and twelfth grade classes***

### **AP Language and Composition 1/2 (Advanced Placement)**

11, 12—Year

1 period, 1 credit

In this yearlong course, Advanced Placement Language and Composition is paired with American Literature. The course will explore American literature through the practice of rhetorical analysis and composition. Students who take this course will be prepared to take the Advanced Placement Language and Composition exam. All Roosevelt High School students, beginning with the class of 2012, will be expected to complete this course to qualify for graduation.

### **College in the High School (CIHS) Sequences**

11, 12—Year

1 period, 1 credit

Each CIHS options is a semester of English 131 and a semester of Comparative Literature 240. While English 131 is urn and overseen as a University of Washington course in which students develop and refine their abilities through non-fiction readings and intensive practice in analytical arguments, the Comp Lit 240 semester varies according to the three available CIHS sequences. Students may earn five UW credits each semester.

#### ***College in the High School: Living in Place***

English 131 1<sup>st</sup> semester. See above.

Comp Lit 240 Living in Place 2<sup>nd</sup> semester

This CIHS course focuses on how literature deals with the environment, i.e., how literary texts represent nature and how they present environmental issues, and why it matters that such issues are represented in this form. This will not be a course in nature writing, nor in social science or public policy issues, although the course will intersect in numerous ways with both of those perspectives. Instead, Living in Place will study the way different authors use rhetorical elements to shape our attitudes toward nature and the environment. Students may earn five University of Washington credits for Comparative Literature 240.

***College in the High School: Ethnic Literature (also called Margins and Centers)***

English 131 1<sup>st</sup> semester. See above.

Comp Lit 240 Ethnic Lit 2<sup>nd</sup> semester

This CIHS course focuses on literature that calls into question how we label others on the basis of various social and biological features. The novels we read will help us imagine those who might otherwise seem different from us, provoking our larger questions about identity, power, privilege, society and the role of culture in our lives. Expect good readings, thoughtful writings, and excellent discussion.

Students may earn five University of Washington credits for Comparative Literature 240.

***College in the High School: Writing in Comp Lit (also called Film as Literature)***

English 131 1<sup>st</sup> semester. See above.

Comp Lit 240 Film as Literature 2<sup>nd</sup> semester.

This CIHS course provides intensive study of representative works from various film genres and periods, concentrating on works of recognized merit. Reading assignments range from significant novels to plays and essays and includes literary critique. Students view film from several genres and historical periods, developing an intimate understanding of the complexity of film, its association with arts and the dialogue it generates. Students may earn five University of Washington credits for Comparative Literature 240.

## **LA Options—grades eleven & twelve**

### **African American Literature**

11, 12—Semester

1 period, ½ credit

Students may have to purchase some books.

Students read, discuss, and explore African American Literature. These novels, short stories, poems, and plays reveal a point of view that is often obscured, misunderstood, or invisible. The passion these writers have for Democracy and creative expression is intense, humorous, and often painful. This course will bring their presence into the contemporary world. Their messages, hopes, and dreams remind us of what it means to be an American.

### **Short Writings and Readings (Creative Writing)**

11, 12—Semester

1 period, ½ credit

Students work together to create a community of writers – a community which experiments with writing in different modes (poetry, fiction, song writing, drama), writing

processes, ways of presenting writing, and ways of responding to writing. Students will read and explore novels, narratives, poetry and short stories that may serve as models for personal writings. Some assignments will be self-initiated, and students will be encouraged to self-assess as well as critique the writing of others.

### **Hands for a Bridge (traveling)**

11, 12—Yearlong: 2 semesters

1 period, ½ credit

Students must apply to be in this class through a formal application and interview in April. You may not register for this course.

“Hands for a Bridge” is a leadership curriculum that explores issues of social justice through literature and the arts. Students examine texts and experiences through the lens of these four themes: Identity, structural oppression, resistance and rebellion, and reconciliation. They form a strong learning community from which they make connections with local, regional and global partners. With an emphasis on “dialogue across difference,” students host international visitors and participate in the associated events of local and international exchange.

During first semester, students also prepare for a second semester overseas journey where partner schools host “dialogue across difference” events. (In the past, HFB has traveled to Northern Ireland and South Africa.)

During second semester, students will also continue to explore the literature of social justice, will pursue local, regional, and international dialogue, and will form activist projects to address issues of social justice.

Senior applicants need to have taken either APLA or one of the CIHS courses during their Junior year.

### **Literature and Philosophy**

11, 12—Semester

1 period, ½ credit

This course will tackle perennial Big Issues such as death, truth, freedom, ethics and individual identity as treated by philosophers and in literature. Students will also be familiar with Romanticism as a philosophical and literary idea. Writing to learn will be emphasized, as students are asked to discover what is on their minds and articulate those discoveries to others.

### **Modern World Literature**

11, 12—Semester

1 period, ½ credit

Students read literature from many countries during the mid-twentieth century to the present. Novels, short fiction, drama and poetry from India, South Africa, Colombia, Russia, France and the United States will help students understand the complexity of other cultures and values.

### **Native American Literature**

11, 12—Semester

1 period, ½ credit

Students may have to purchase some books.

This course will introduce students to Native American literature. Students will read novels, short stories, poetry and personal narratives which emerge from the American indigenous voice. The lives of indigenous people have been obscured by time, myth, and the powerful narrative of dominant culture. This literature seeks to break from that narrative and reveal the invisible lives of ones that lived here before us and who in spirit still occupy this land. Students will read, write, participate in seminar discussion, art projects, and other activities that bring us close to these works.

### **Science Fiction**

11, 12—Semester  
1 period, ½ credit

This course is a study of science fiction as social commentary. The use of fantasy and imagination to examine the human situation is part of the course. Emphasis is on the works of Ray Bradbury, Aldous Huxley, Robert Heinlein, Larry Nivea, Isaac Asimov and other leading science fiction writers.

### **Shakespeare**

11, 12—Semester  
1 period, ½ credit

Students will read and discuss Shakespearean drama including histories, tragedies, and comedies. Their analysis, written and oral, will offer excellent practice in understanding Shakespearean language and literary devices, as well as a broad range of human feeling and conflict.

### **Short Story**

11, 12—Semester  
1 period, ½ credit

This course is a study of stories organized around both theme and around the structure of the short story. In addition to reading different kinds of stories from the United States and around the world, students will write at least one short story of their own.

### **Speech**

11, 12—Semester  
1 period, ½ credit

This course is designed to acquaint students with the art of writing and delivering speeches required for a variety of occasions. It includes speeches to demonstrate, to persuade or convince, to explain or inform, and to entertain. It also provides training in the techniques of interviewing and group discussion.

### **Women's Literature**

11, 12—Semester  
1 period, ½ credit

This class, offered to students of both genders, provides an overview of women's history and current issues including an introduction to Feminism, Gender Studies and related issues. Students will read from a wide range of sources—from historical Feminist movements as well as from current culture. Students will participate in

seminar-style discussions, action projects, and will occasionally lead the class on assigned topics.

## **LA electives**

### **Journalism Writ.—Newspaper**

11, 12—Semester  
1 period, ½ credit each semester

Prerequisite: Successful application.

These are the first, second, and third semesters spent working on the staff of *The Roosevelt News*. Students sharpen their journalistic skill as they produce Roosevelt's award-winning newspaper.

### **Journalism Writ—Yearbook (Annual)**

11, 12—Semester  
1 period, ½ credit each semester

Prerequisite: Successful application sophomore year.

The Annual class is a 1.5 to 2 year commitment. The staff members are chosen in late May from students who apply at the end of their sophomore year. Staff members are expected to remain through the first semester of their senior year. Editors are selected from juniors in the class and are expected to remain through their senior year.

The class does all the writing and layout of the book and most of the non-portrait photography. At times, "The Strenuous Life" is an apt description of the class, but we have fun too. Seeing the final product, which you had a part in creating, cannot be surpassed.

## Mathematics

### Algebra 1A

9— 1<sup>st</sup> Semester

1 period, ½ credit

Algebra 1A is the first semester of a yearlong Algebra 1 course, which 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.

### Algebra 1B

9—2<sup>nd</sup> Semester

1 period, ½ credit

Algebra 1B is the second semester of a yearlong Algebra 1 course, which 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.

### Math Improvement for Algebra 1

9, 10—Semester

1 period, ½ elective credit each semester

A course designed to support students not doing well in Algebra 1. Elective credit only--this course does not fulfill the math requirement. Entry is by teacher recommendation only.

### Geometry A

9, 10—1<sup>st</sup> Semester

1 period, ½ credit

Prerequisite: Algebra 1 A & B

Geometry A is a semester-long course that teaches students how to use, prove, and apply the properties and theorems related to basic 2-D and 3-D figures. In Geometry A students will build the system of reasoning and logic related to geometric figures and use the coordinate plane to represent geometric figures and to prove conjectures. Geometry A will include the

formalization of reasoning skills, inductively and deductively finding and justifying solutions, and communicating findings using precise mathematical language and logic. Solving sophisticated geometric problems is strongly emphasized in this course. Completion of Geometry A will prepare students for continuing in the mathematics curriculum to Geometry B as well as for the Washington state assessments in mathematics.

Geometry A is one of two transitional courses between Algebra 1A and 1B and Algebra 2A and 2B, preparing students for the real-world mathematical knowledge and skills they will encounter in college and career. By measuring and investigating the basic properties of 2-D and 3-D figures within the coordinate plane, students will learn how to represent, transform, and prove conjectures regarding geometric figures. At the same time, their formal reasoning and communication skills are developed through exposure to deductive logic. Students who successfully complete Geometry A and B are prepared for the Washington State End of Course Exam and for the continuation of their mathematical studies.

The Geometry A curriculum is based on the rigorous Performance Expectations of the Washington State K-12 Mathematics Learning Standards.<sup>3</sup> These standards guide students in solving complex geometry problems, including those with applications in fields other than mathematics. Through grasping both the range and application of geometrical analysis and the complex modeling techniques for portraying geometric information and problems, students will be able to study and comprehend mathematical problems represented in geometric formats.

### Geometry B

9, 10—2<sup>nd</sup> Semester

1 period, ½ credit

Prerequisite: Algebra 1 A & B

Geometry B is a semester-long course that teaches students how to use, prove, and apply the properties of basic 2-D and 3-D figures. In Geometry B students will employ formulas to determine measurements of geometric figures and use the coordinate plane to represent and transform geometric figures and to prove conjectures. Geometry B will continue to address the formalization of reasoning skills, inductively and deductively finding and justifying solutions, and communicating findings using precise mathematical language and logic. Solving sophisticated geometric problems is strongly emphasized in this course. Completion of Geometry B will prepare students for continuing in the mathematics curriculum to Algebra 2A and 2B as well as for the Washington state assessments in mathematics.

Geometry A and B are the transitional courses between Algebra 1A and 1B and Algebra 2A and 2B, preparing



students for the sorts of real-world mathematical knowledge and skills they will encounter in college and career. By measuring and investigating the basic properties of 2-D and 3-D figures within the coordinate plane, students will learn how to represent, transform, and prove conjectures regarding geometric figures. At the same time, their formal reasoning and communication skills are honed through exposure to both induction and deductive logic. Students who successfully complete Geometry A and B are prepared for the Washington State HSPE and for the continuation of their mathematical studies.

The Geometry B curriculum is based on the rigorous Performance Expectations of the Washington State K-12 Mathematics Learning Standards.<sup>4</sup> These standards guide students in solving complex geometry problems, including those with applications in fields other than mathematics. Through grasping both the range and application of geometrical analysis and the complex modeling techniques for portraying geometric information and problems, students will be able to study and comprehend mathematical problems represented in geometric formats.

#### **Math Improvement for Geometry**

10, 11—Semester

1 period, ½ elective credit each semester

A course designed to support students not doing well in Geometry. Elective credit--this course does not fulfill the math requirement. Entry is by teacher recommendation only.

#### **Geometry Honors A/B**

9—Year

1 period, ½ credit each semester

Prerequisite: successful completion of the Algebra 1 A/B Honors sequence.

This course is offered in grade 9 and provides in-depth coverage of Geometry. It is part of the honors mathematics program that culminates in the study of calculus in grade 12.

The primary distinction between Geometry and Geometry Honors is the pace at which the course moves, and additional resource/enrichment is presented to students. Geometry Honors moves more quickly through the content than Geometry, and students also are expected to perform on topics not covered in Geometry.

#### **Algebra 2A**

10, 11— 1<sup>st</sup> Semester

1 period, ½ credit

Prerequisite: Geometry B

Algebra 2A is a semester-long course that extends student understanding of functions and data analysis. Students will encounter a variety of algebraic mathematical issues, including arithmetic and geometric sequences; standard deviation and measures of center; expressions with rational and negative exponents; manipulation and transformations of linear, quadratic,

exponential, rational, and more general algebraic expressions, equations and inequalities; and systems of equations and inequalities. Algebra 2A will include a review of the functions of Algebra 1A and 1B (linear, quadratic, and exponential) and introduce logarithmic, square root, and absolute value functions. Problem solving continues to be stressed and the system of logic developed in Geometry A and B will be extended to algebraic thinking, including making and proving or disproving conjectures, evaluating arguments, and justification of processes and results. Completion of Algebra 2A will prepare students for continuing in the mathematics curriculum to Algebra 2B and then Pre-Calculus.

The Algebra 2A curriculum is based on the rigorous Performance Expectations of the Washington State K-12 Mathematics Learning Standards.<sup>5</sup> These standards guide students in solving complex algebra problems, including those with applications in fields other than mathematics. By emphasizing student understanding of functions and function modeling, probability, data and distributions, as well as the algebraic techniques used in solving problems using expressions, equations, and inequalities, students will be prepared for further study of higher mathematics as well as the mathematics found on college admissions exams (e.g. the SAT and ACT).

Algebra 2A continues students on the path to mathematical preparation to begin the study of calculus and in its own right offers the kind of mathematical knowledge and skills students need to become college and career ready. By investigating the properties of linear, quadratic, exponential, and logarithmic algebraic expressions, equations and inequalities, students grow in their appreciation of the power of algebraic analysis. At the same time, they expand their appreciation of the range of functions and numbers (including complex numbers). As a result, students who successfully complete Algebra 2A are prepared to continue to Algebra 2B, taking the next logical step on a path of study that ultimately prepares them for success in pre-calculus and beyond the classroom.

#### **Algebra 2B**

10, 11— 2<sup>nd</sup> Semester

1 period, ½ credit

Prerequisite: Algebra 2A

Algebra 2B is a semester-long course that continues to extend student understanding of the number system to complex numbers (including as solutions to quadratic equations). Students will encounter a variety of algebraic mathematical issues, including the use of matrices to organize information and solve systems; expressions with rational and negative exponents; modeling with sequences and series, polynomial, inverse variation, and rational functions; and probability and statistical applications. Algebra 2B will assume knowledge of the functions of Algebra 1A and 1B (linear, quadratic, and exponential) and of Algebra 2A (logarithmic, square

root). Problem solving continues to be stressed and the system of logic developed in Geometry A and B will be extended to algebraic thinking, including making and proving or disproving conjectures, evaluating arguments, and justification of processes and results. Completion of Algebra 2B will prepare students for continuing in the mathematics curriculum to Pre-Calculus.

The Algebra 2B curriculum is based on the rigorous Performance Expectations of the Washington State K-12 Mathematics Learning Standards.<sup>6</sup> These standards guide students in solving complex algebra problems, including those with applications in fields other than mathematics. By emphasizing student understanding of functions and function modeling, probability, data and distributions, as well as the algebraic techniques used in solving problems using expressions, equations, and inequalities, students will be prepared for further study of higher mathematics as well as the mathematics found on college admissions exams (e.g. the SAT and ACT).

Algebra 2B continues students on the path of mathematical preparation to begin the study of calculus and in its own right offers the kind of mathematical knowledge and skills students need to become college and career ready. By investigating the properties of linear, quadratic, exponential, and rational algebraic expressions, equations and inequalities, students grow in their 12 appreciation of the power of algebraic analysis. At the same time, they expand their appreciation of the range of functions and numbers (including complex numbers). As a result, students who successfully complete Algebra 2B take the next logical step on a path of study that ultimately prepares them for success in pre-calculus and beyond the classroom.

#### **Algebra 2A/B Honors**

10—Year

1 period, ½ credit each semester

Prerequisite: successful completion of Geometry A/B honors.

This course is offered in grade 10 and provides in-depth coverage of Algebra 2. It is part of the honors mathematics program that culminates in the study of calculus in grade 12.

The primary distinction between Algebra 2 and Algebra 2 Honors is the pace at which the course moves, and additional resource/enrichment is presented to students.

Algebra 2 Honors moves more quickly through the content than Algebra 2, and students also are expected to perform on topics not covered in Algebra 2.

#### **Precalculus I-II**

12—Year

1 period, ½ credit each semester

Prerequisite: Algebra 2B, with a grade of 'C' or higher, or equivalent, or permission from current teacher

This course covers the same material as the Honors course but at a slower pace. The course sequence is a rigorous study of linear, quadratic, exponential, polynomial, logarithmic, and trigonometric functions, focusing on structure, dynamics, and graphing. Other topics studied are polar coordinates and graphing, conics, linear algebra, and discrete mathematics. Students apply traditional mathematical topics in applied settings. In so doing, they exercise mathematical reasoning and see the connections between topics and other disciplines. While solving real-world problems through the use of appropriate technology, students become empowered to communicate mathematics through group activities, experiments and independent projects.

#### **Precalculus I-II Honors**

11—Year

1 period, ½ credit each semester

Prerequisite: Algebra 2BH, with a grade of 'B' or higher, or equivalent, and permission from current teacher.

This course is offered to juniors in the honors program as a preparation for AP Calculus I, II. The course progresses more rapidly than the regular series, allowing the addition of enrichment topics. The course sequence is a rigorous study of linear, quadratic, exponential, polynomial, logarithmic, and trigonometric functions, focusing on structure, dynamics, and graphing. Other topics studied are polar coordinates and graphing, conics, linear algebra, and discrete mathematics. Students apply traditional mathematical topics in applied settings. In so doing, they exercise mathematical reasoning and see the connections between topics and other disciplines. While solving real-world problems through the use of appropriate technology, students become empowered to communicate mathematics through group activities, experiments and independent projects.

**Calculus – A/B**

12—Year

1 period, ½ credit each semester

Prerequisites: Precalculus II Honors, or Precalculus II

The course is a study of functions, limits, continuity; differentiation of algebraic functions and applications; integration and applications to physics; plane analytic geometry; differentiation and integration of transcendental functions; methods of integration; polar coordinates, hyperbolic functions, vectors and parametric equations. Calculus (or non-AP Calculus) addresses much of the syllabus of AP Calculus AB, but at a slower pace, and without the demand of preparing for the AP Calculus AB examination administered in the spring.

**Probability and Statistics A/B**

12—Year

1 period, ½ credit each semester

Prerequisite: Passing grade in Algebra 2B

This course provides an introduction to the statistical analysis of data. This course will stress the general abstraction of descriptive and inferential statistics to answer a scientific question. Topics covered will include definition of common descriptive techniques, estimation and testing for continuous, discrete, and censored response variables in parametric models. Emphasis will be placed on the similarity among the various forms of analyses. Probability and Statistics, (or non-AP Statistics) addresses much of the syllabus of AP Statistics, but at a slower pace, and without the demand of preparing for the Advanced Placement Statistics examination in the spring.

**AP Calculus AB – A/B**

12—Year

1 period, ½ credit each semester

Fee for required study guide: Approximately \$25

Prerequisites: Precalculus II Honors, or Precalculus II and permission from current teacher.

The course is a study of functions, limits, continuity; differentiation of algebraic functions and applications; integration and applications to physics; plane analytic geometry; differentiation and integration of transcendental functions; methods of integration; polar coordinates, hyperbolic functions, vectors and parametric equations. This Advanced Placement course essentially covers the contents of the first two quarters of a college course in Calculus, and prepares students to take the Advanced Placement AB Calculus Exam in the spring.

Students enrolled in AP Calculus are required to take either the AP Calculus AB Exam as administered by The College Board, or an alternative, equivalent AP Calculus AB Exam administered by the staff teaching AP Calculus.

**AP Calculus BC A/B**

12— Year

1 period, ½ credit each semester

Fee for required study guide: Approximately \$25

Prerequisites: AP Calculus AB or equivalent

The course continues from the content covered in AP Calculus AB. Additional content includes L' Hospital's Rule, related rates of change, advanced integration, parametric functions, polar functions, the calculus of motion, power series and additional applications of calculus. This Advanced Placement course essentially covers the contents of the first year of a college course in Calculus, and prepares students to take the Advanced Placement BC Calculus Exam in the spring.

Students enrolled in AP Calculus are required to take either the AP Calculus BC Exam as administered by The College Board, or an alternative, equivalent AP Calculus BC Exam administered by the staff teaching AP Calculus.

**AP Statistics A/B**

12—Year

1 period, ½ credit each semester

Prerequisite: Precalculus with “C” or higher or Algebra 2B with “A” and a recommendation from current teacher

This course provides an introduction to the statistical analysis of data. This course will stress the general abstraction of descriptive and inferential statistics to answer a scientific question. Topics covered will include definition of common descriptive techniques, estimation and testing for continuous, discrete, and censored response variables in parametric models. Emphasis will be placed on the similarity among the various forms of analyses. This Advanced Placement course covers the essentials of an elementary college course in statistics and prepares students to take Advanced Placement Statistics Exam in the spring.

Students enrolled in AP Statistics are required to take either the AP Statistics Exam as administered by The College Board, or an alternative, equivalent AP Statistics Exam administered by the staff teaching AP Statistics.

## Physical Education & Health

### *Physical education*

Students who take a physical education class must begin with the Personal Fitness class.

#### **Personal Fitness**

9, 10, 11, 12—Semester  
1 period, ½ credit

This course is part of the program called “5 for Life” designed to teach principles of health and fitness. In addition to personal fitness, this class will give you the basics in individual and team sports and proper weight room techniques.

#### **Individual Sports & Fitness**

9, 10, 11, 12—Semester  
1 period, ½ credit

This course concentrates on fitness and leisure activities that promote activity for the rest of one’s life. Skill instruction and practice through tournament games, activities and essays will help one develop lifelong skills. Students can expect to participate in golf, archery, handball, pickle ball, badminton, tennis, ping pong, paddle ball, and lawn games. Choices for future professions include physical education teacher, recreation center employment, or skilled instructor in any one area.

This class can be taken more than once.

This class may be combined with Team Sports & Fitness.

#### **Lifetime Activity through Yoga**

9, 10, 11, 12—Semester  
1 period, ½ credit

This course centers on the consistent practice of yoga exercises. Stretching, flexibility, and balance exercises, in addition to aerobic conditioning (jogging) and weight training, will be combined to achieve fitness in a Yoga setting. Yoga is offered as a lifetime activity.

This class can be taken more than once.

#### **Sports Conditioning**

9, 10, 11, 12—Semester  
1 period, ½ credit

Permission from the teacher is required.

This one semester course concentrates on Student Athletes who are training off-season for their sports. It will be by permission only. Concepts connecting training to athletic success and injury prevention will be explored. Students will also develop fitness routines/plans that will aid in their training. Students who want to further their progress may join fitness clubs outside of school.

This class can be taken more than once.

#### **Team Sports & Fitness**

9, 10, 11, 12—Semester  
1 period, ½ credit

This one semester course consists of skill instruction and practice along with tournament game participation in a variety of field and gymnasium team sports. Students can expect recreational participation in flag football, hockey, basketball, softball, lacrosse, soccer, ultimate Frisbee, buka ball, volleyball and other sports the instructor deems appropriate. Students want to continue in a sport area outside of class to maintain their health and well-being. Sportsmanship and cooperation skills learned from playing on a team continue out of the class into real life situations. Choices for further profession include teaching physical education, recreation center employment, or skilled instructor in any one area.

This class can be taken more than once.

This class may be combined with Individual Sports & Fitness.

#### **Weight Training & Conditioning**

9, 10, 11, 12—Semester  
1 period, ½ credit

This one semester course consists of 3 days of weight lifting and 2 days of aerobic conditioning. Students will develop fitness routines/plans that will incorporate different muscle groups using a variety of strength training equipment. Proper lifting and stretching techniques will be taught. Students who want to further their progress may join clubs outside of school and/or compete at various levels.

This class can be taken more than once.

## ***Health***

### **Health**

9 (preferred)—Semester

1 period, ½ credit

This course is required for high school graduation. The class will provide students with the opportunity to learn about a variety of health issues and to become personally involved in those concerns that have a direct impact on their lives. Topics covered will include physical, mental, social, and emotional aspects of wellness and will be taught through the use of written texts, articles, guest speakers, hands-on projects, journal writing, and student presentations or reports. This class meets the Washington State requirements for HIV/AIDS education, and requires participation in fitness and health related projects and discussions.

## Science

All science courses are laboratory courses and we request a laboratory use fee. Currently, the suggested amount is \$20 per semester for many courses; however, we request \$25 per semester for most courses.

Each science course emphasizes the development of the following skills:

- Becoming more observant using all senses
- Learning to work cooperatively with others
- Recognizing and solving problems using and applying scientific methods
- Collecting and organizing information from which meaningful patterns and conclusions may be derived
- Seeing connections among language arts, math, and other disciplines to science
- Organizing and prioritizing activities, projects, work assignments, and tasks
- Increasing interest in all aspects of science through exposure to scientific activities
- Applying science concepts to situations in everyday life
- Making ethical decision regarding scientific issues

Because of the laboratory nature of science classes, they are not offered by contract.

Specific prerequisites are listed for many of the courses within these course descriptions; however, in general, Biology is a prerequisite for Chemistry, Physics, and Biotechnology. All ninth grade students are required to take Physical Science. All tenth grade students are required to take Biology.

### Physical Science

9—Year

1 period, ½ credit per semester

This yearlong physical science course is required for all 9<sup>th</sup> grade students. The focus will be on Physics (motion, light forces and energy), Earth Science, and Chemistry (atomic structure, periodic trends, bonding, and chemical reactions). In addition, students will learn scientific skills such as collecting, organizing, and presenting data using modern technology, and scientific methods for problem-solving. This course will be taught to prepare students for additional science classes at RHS.

### Biology I–II

10, 11, 12—Year

1 period, ½ credit per semester

Biology is a lab science course devoted to the study of living organisms and their relationship to the environment. Units of study include biochemistry, cell structure and function, energy transfer, photosynthesis, respiration, genetics, bacteria, viruses, ecology, and evolution. This course has extensive microscopic and macroscopic lab experiences for students.

### Chemistry I–II

10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: 'C' or better in both Biology and Geometry and concurrent enrollment in Algebra 2

This one-year course investigates the fascinating world of atoms, molecules, and changes in matter and energy. This course includes the study of qualitative and quantitative changes of molecular structure, states of matter, heat, light, chemical solutions, reduction and oxidation reactions, electro-chemistry, and acids and bases. There is a heavy emphasis on lab experiences.

### Physics I–II

11, 12—Year

1 period, ½ credit per semester

Prerequisite: 'C' or better in Algebra 2 & 1 year of Biology with a minimum grade of 'C.'

This lab science course explores a variety of physical phenomena. Students develop many conceptual models through lab activities directed toward understanding motion, force, work, energy, waves, light, and sound.

**Ecology**

11, 12—2<sup>nd</sup> Semester only  
1 period, ½ credit

This is a survey course studying the impact of human interactions with the environment. Emphasis is given to principles of sustainability. The course examines the physical and biological elements of the environment as well as the social elements of resource use, and choice. Topics of study include natural ecosystems, energy, air and water quality, food and population, solid waste and biodiversity.

**NW Geology**

11, 12—1<sup>st</sup> Semester only  
1 period, ½ credit

Earth Science is a lab science course devoted to the study of the earth. This course examines processes affecting the earth, and the evidence that shows how the earth has changed over time. Topics include rocks and minerals, earthquakes, volcanoes, plate tectonics, fossils, and the geologic history of Puget Sound.

**Biotechnology I–II**

11, 12—Year  
Prerequisite: ‘C’ or better in Biology and teacher permission  
1 period, ½ credit per semester

This is an advanced biology course. The aim of the course is to foster an understanding of the functioning of organisms at the molecular level. Students will explore and experience the applications of molecular biology, genetics, and biotechnology in research and industry. Emphasis will be placed on applications in the areas of global health, agriculture, and environmental detoxification.

Biotechnology lab equipment and expertise will be provided by the Fred Hutchinson Cancer research Center, the University of Washington Genome Science Department, and the Shoreline Community College Biotechnology Program. Labs will include DNA analysis using gel electrophoresis, bacterial transformation, protein electrophoresis to detect genetically modified organisms in foods, and column chromatography.

Students will also explore, write about, and discuss the ethical issues related to the rapid advances occurring in biotechnology.

**Biotechnology Honors I-II (a subset of Biotechnology)**

11, 12—Year  
Prerequisite: ‘C’ or better in Biology and teacher permission  
1 period, ½ credit per semester

This is an advanced “hands-on” course in molecular biology, including the perspectives of biochemistry and genetics. The aim of the course is to foster an understanding of molecular and cellular process and the technologies that have been developed for manipulating genes and cells. Students will explore and experience applications of biotechnology in research and industry. Emphasis will be placed on areas of global health, agriculture, and bioethics. To receive honors credit, students will be required to prepare a research project for BioExpo, which is a regional adjudicated science fair sponsored by the Northwest Association for Biomedical Research (NWABR). Research for the project will begin in the first semester and preparation of the project will be finalized in second semester. Students will be expected to work with a mentor provided by NWABR. Honors students will be required to attend one afterschool seminar per quarter to present their work in progress for peer and teacher feedback. To receive honors credit, students must receive “good” to “excellent” ratings from the BioExpo judges as well as “good” to “excellent” ratings from the teacher. Participation in BioExpo will provide students with the opportunity to learn about career pathways, meet scientists, and establish connections that can help lead to internships and other hands-on science experiences. Such experiences are excellent preparation for acceptance into undergraduate research programs.

**AP Physics C (Advanced Placement)**

11, 12—Year  
1 period, ½ credit per semester  
Prerequisite: Previous successful year of Physics (very helpful but not always required – see teacher for more information), completion of Calculus (or concurrent enrollment in Calculus) & instructor permission.

AP Physics C is an in-depth college level, calculus-based study of matter and energy, and interactions between them.

AP Physics at Roosevelt is a second-year course and uses the curriculum for College Board AP Physics C: Mechanics. This class emphasizes complex problem-solving skills.

The course provides an understanding of the principles involved with physical concepts and develops the ability to apply these principles in the solving of problems. Students accepted for this class must have shown above-average effort and achievement in their math and science classes, and must have acquired instructor approval.

This course is intended to prepare students for the AP Physics C Mechanics exam.

## Social Studies

### *Ninth grade classes*

#### **World History I/II (blocked with Language Arts 9 A/B)**

9—year

2 periods, ½ credit each semester per course

World History I and II are two semester-length sequenced courses that investigate the emergence of civilizations across the globe and how they grew and evolved via interaction with one another into kingdoms, empires, and eventually the nations we recognize today. The progression of these courses prepares students to engage some of the deepest questions facing historians, from explaining the rise and fall of societies to the role geography and cultural diffusion has played in shaping society and individuals.

Unlike traditional World History courses that only look at specific civilizations at different time intervals, the Seattle Public Schools' program of study utilizes the latest research to provide a balanced, panoramic look across world cultures over time. By the conclusion of the sequence of courses, students will have a firm grounding in historical methodology as well as an understanding of the economic, political, and social factors that have shaped the world, preparing them for their future Social Studies courses.

These courses are taught in a block with LA9, incorporating projects that integrate the study of history and literature while also providing a supportive learning community.

### *Tenth grade classes*

#### **AP Human Geography (Non-Block)**

10—year

1 period, ½ credit each semester

The main goal of this class is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. The text relates economic change to the distribution of languages and religions, population growth and migration, and the availability of natural resources such as energy and food supply. Particular attention is given to the conflict between two important themes – globalization and cultural diversity. This course asks students to move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live.

#### **AP Human Geography Integrated (blocked with World Lit. and Comp. 10 A/B)**

10—Year

2 periods, ½ credit each semester per course

This Global Studies Block is a collaborative approach to the formal study of AP Human Geography and World Literature. Students take this class in a two hour block, with LA10 to facilitate exploration of current events, history, literature and the arts. In addition, students write in a variety of rhetorical and artistic modes. Essential to this curriculum is the creation of a strong, supportive learning community.



## ***Eleventh grade classes***

### **U.S. History**

11—year

1 period, ½ credit each semester

United States History is a year-long two semester course that analyzes the origins of the American Republic in the Founding Era and the Civil War and then concentrates on the emergence of the modern era from the beginnings of the Industrial Revolution to the end of the Cold War.

The course prepares students to grapple with the fundamental questions concerning the history of the United States, from the proper role of government in a representative democracy to the role of social movements in shaping the character of the American experience, while at the same time building students reading and writing skills through use of the Common Core Standards. Close attention will be paid to the role of the U.S. in world affairs as well as examining how the economic conditions and policies have shaped the response of government and ordinary citizens alike.

At the conclusion of the course, students will have a ready command of the details of U.S. history, allowing them both the historical perspective to comment on particulars, as well as inform their thinking regarding current issues, preparing them for the focus on American Government in the 12th grade.

### **AP U.S. History**

11—year

1 period, ½ credit each semester

Prerequisite: signature from current teacher

This class is a comprehensive study of American History that covers the political, economic, social, and cultural history of the United States from the Age of Discovery through the Twenty-first Century. Accessing a variety of sources, such as primary documents (letters, speeches, journals, political cartoons, statistical data, etc.) historiography and textbooks, students develop the skill of comparative analysis through discourse and writing. The class is intended to go beyond the rudimentary study of history by stressing analytical thought, research and study skills. United States history will be examined both chronologically and thematically with the hope that students understand both the importance of history as a discipline and in terms of how it relates to their own lives.

## ***Twelfth grade classes***

### **American Government**

12—semester

1 period, ½ credit

This semester-length course examines the principles of the U.S. democratic governmental system and how it functions in relation to individuals and society at large. From debating the rights of the accused to examining the influence of interest groups, the course empowers students to examine fundamental questions regarding how America should be governed through the medium of the political process.

The curriculum focuses on the structure and interactions of governments from the national level to the local, with a keen eye on the evolution of civil rights and civil liberties over time. By the end of the course, students will have a robust understanding of both the constitutional underpinnings of the American system of government, as well as an appreciation for the details of how policy is created and implemented, while at the same time building students' reading and writing skills through the use of the Common Core Standards.

This course enables students to graduate with the skills and knowledge to be engaged citizens and informed members of their community.

### **AP American Government and Politics**

12—year

1 period, ½ credit each semester

Prerequisite: signature from current teacher

This yearlong AP American Government and Politics course will guide students through an in-depth examination of the foundations and practice of American democracy. Students will not only be fully prepared for the AP test at the end of the year, but will also participate in project-based learning revolving around the core aspects of the American system of governance.

First semester will focus on the Constitutional framework of our government, how political beliefs and behaviors shape our elections, and how interest groups influence the political process. At the star of the year, students become delegates to the Constitutional Convention, deciding whether they would ratify the Constitution of the United States and consider the founder's thinking on the question—what is the proper role of government in a democracy? Later, students participate in an extended mock election that will take place concurrently with the 2016 Presidential election. Students will be immersed in debates, attack ads, and press conferences to truly simulate the American democratic process.

As the new President is inaugurated, the class' focus in second semester will shift to how our government operates. While examining how public policy is created, students become legislators in a mock Congress, attempting to pass legislation through a divided government. Learning about civil rights and civil liberties will see the class become Supreme Court Justices,

petitioners and respondents, interacting in landmark cases involving questions of constitutionality, precedent, and compelling government interest.

While focused on project-based learning, students will also leave the year-long AP government class extremely qualified to take the AP exam in May.

### **AP American Government and Comparative Politics**

12—year

1 period ½ credit each semester

Prerequisite: signature from current teacher

This year long class combines two courses – AP American Government and AP Comparative Government.

The first semester will focus on United States Government and units of study will prepare students to be well informed, engaged citizens. Units will include in-depth analysis of the Constitution and the founding principles of the nation as well as relations between the Federal and State governments; political beliefs, participation, and voting; the role of political parties, interest groups, and the media; a deep understanding of the major policy making institutions – the Presidency, Congress, the Courts, and the bureaucracy; and the struggle to protect civil liberties and civil rights. Students will engage in debates on public policy, discuss current events, and simulate the workings of Congress and the Supreme Court.

Second semester is an introductory comparative government course that focuses on the history, economy, and political systems of democratic, semi-democratic, and authoritarian regimes. The “Big 6” case studies in the course are the United Kingdom, The Russian Federation, The People’s Republic of China, Mexico, Nigeria, and the Islamic Republic of Iran. Students will compare these countries as well as the US system. Political science concepts and vocabulary, issues like globalization, democratization, development, ethnic conflict, political legitimacy and corruption, supranational organizations like the World Bank, the EU, and the UN, and civil society will be introduced through the study of each nation. Emphasis in class will be on lecture, discussion, and student-led projects. Current events will play a major role in this course.

At the end of this course, students will be prepared to take both AP exams.

## World Languages

Roosevelt High School offers **American Sign Language, French, Japanese, Latin, and Spanish** in Levels I, II, and III. Advanced Placement is offered in French, Japanese, Latin, and Spanish.

Language learning is integral to providing students with life-long learning skills necessary for successfully participating in both the workplace and the global society of the 21<sup>st</sup> Century. Students who study a foreign language acquire organizational skills, an understanding of systems (which transfers to the world of technology), an attention to detail and precision, and an ability to transfer knowledge from one situation to another. Students not only enhance their reading, writing, and speaking skills in the *acquired language*, but also in English.

### French

The study of French is important because, other than English, French is the only global language spoken on five continents and worldwide. It is the second most frequently taught language after English. French is considered the third most important language for business, after English and Chinese. The study of French gives students the opportunity to discover Francophone language and culture throughout the world and to appreciate France's contribution to our own language, art, literature and philosophy.

#### French 1 A/B

9, 10, 11, 12—Year

1 period ½ credit

Material Fee—\$22

Performance Level: Novice Low–Mid

French 1 is a two year middle school or one year high school course that introduces students to French language and Francophone culture. Students learn to carry on a conversation with a French speaker about self, family, friends, fashion, and fun activities. Students read and write simple stories and messages in French. They learn where French speakers live and all they do.

The course prepares students to carry on basic conversations in French and read and write simple sentences about familiar topics. The course also explores how and where French-speaking people live. Close attention will be paid to developing communicative skills which focus on listening comprehension and speaking as well as written expression. At the conclusion of this course students will:

- Ask and answer questions
- Carry on simple conversations
- Express likes, dislikes, preferences
- Read and write messages and short paragraphs
- Gain knowledge and understanding of where and how French-speaking people live

The French 1 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 ones surroundings. The course objectives encourage students to talk about themselves, their friends and family, school, food, clothing, travel, and hobbies. Students will compare their own understanding

of these topics to those of their peers 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 people in the French-speaking world. As a result students are prepared to carry on short conversations in French, read and write short paragraphs about topics related to themselves, friends and family in French, and identify 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 French speakers, thus contributing to their development as global citizens.

This class emphasizes good pronunciation, aural comprehension, and self-expression in simple French. It builds practical vocabulary around daily experiences using fundamentals of sentence formation and structural concepts.

#### French 2 A/B

9, 10, 11, 12—Year

1 period ½ credit

Material Fee—\$22

Prerequisite: French 1 A-B

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**

9, 10, 11, 12—Year

1 period, ½ credit

Material Fee—\$29

Prerequisite: French 2 A-B

Performance Level: Novice High –Intermediate Low

French 3 is a year-long high school course that expands the student's 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.

### **AP French Language and Culture 5A/B**

10, 11, 12—Year

1 period, ½ credit per semester

Workbook fee—\$44 & fee for AP test

Prerequisite: French 3B or permission from the teacher

Performance Level: Int. Med–Int. High

French 5 A–B emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the French-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 and listen to a wide variety of authentic texts, interpreting the authors' styles and perspectives; write persuasive essays on topics of interest related to the French-speaking world; explain how history and culture affect opinions and viewpoints of people in the French-speaking world.

The French curriculum is 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 French-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 French language at the ACTFL Intermediate-mid to Intermediate-high levels preparing them for the workplace, travel, or focus on more complex use of the French language in higher education. At the end of this course students will be prepared to pass the AP exam.

## **Japanese**

The study of Japanese promotes the development of serious study skills and personal enrichment through the discovery of a culture totally different from their own. The powerful economic ties between the Pacific Northwest and Japan/Asia offer tremendous career opportunities for those who learn to speak Japanese.

### **Japanese 1 A/B**

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$30

Performance Level: Nov 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, ten to twenty-five 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**

9,10,11,12—Year

1 period, ½ credit per semester

Workbook Fee—\$30

Prerequisite: Japanese 1

Performance Level: Novice Mid

Japanese 2 is a year-long course that builds upon skills developed in Japanese 1. 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; understand selected authentic written text by reading 100 –130 KANJI and writing fifty to eighty 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 understand 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. 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**

10, 11, 12—Year

1 period, ½ credit per semester

Workbook and Cultural Supply Fee—\$30

Prerequisite: Japanese 2 with 70% minimum grade

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 at Level 3 and above, or, on the IB Exam, score 3 and above.

**AP Japanese 5A/B**

10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$45 & fee for AP test

Prerequisite: Japanese 3

Performance Level: Inter Mid–High

Japanese 5 AP 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 Japan and Asia. 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 authors' styles and perspectives; write research papers on topics of interest related to the Japanese people; explain how history and culture affect opinions and viewpoints of people in Japan and Asia; explain and understand views of Japan and its people by other nations; understand Japan's impact on world politics, economics and history.

The Japanese curriculum is 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 the complexities they will face in college and career through a carefully constructed course of study. The course leads students to further develop a global perspective while learning to communicate with different types of people. 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 Japan. 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 this course students will have a ready command of a broad range of communicative tasks and culture so that students will be well prepared to score at the highest levels on the AP and IB tests and other proficiency assessments. They will be equipped to enter upper level language classes in college, and to become a life-long learner and user of the Japanese language in their future career and life choices.

**Japanese Independent Study A/B**

11, 12—Year

1 period, ½ credit per semester

Prerequisite: AP Japanese 5 A–B

Performance Level: Inter High

This Japanese course is intended for students who successfully complete the AP course and want to continue studying the language at the advanced level. Course topics will be determined by mutual agreement between the students and the teacher of this course. (This course is not available every year; see the instructor.)

Students will deepen their understanding of the Japanese language and culture by exploring advanced readings and participating in extended discussions on advanced topics of interest. They will engage in research to explore selected topics in depth. Final projects will include written and oral components to demonstrate knowledge and application of advanced communication skills in Japanese. At the end of the course, students will demonstrate proficiency at the Intermediate High level on the ACTFL proficiency scale.

**Latin**

Latin is immortal: Over 60% of English words are derived from the language of the ancient Romans, a people who have greatly influenced the political organization, customs, literature, philosophy, and art of the United States. This ancient foundation of Western Civilization is exhibited by other present-day nations as well.

Annual extra-curricular opportunities include an excursion to the Reed College Annual Latin Forum in Portland, trips to the State and National JCL Conventions, and trips to Italy and Greece.

**Latin 1 A/B**

9, 10, 11, 12—Year

1 period, ½ credit per semester

National Exam Fee—\$5

Latin 1 is a one year high school course that introduces students to Latin language and ancient Roman and Greek culture. The course prepares students to read basic narratives in Latin, read and write simple sentences about familiar topics, and practice speaking Latin. Close

attention will be paid to developing communicative skills with a focus on reading comprehension and written expression.

At the conclusion of this course, students will be able to:

- Read and write short paragraphs in Latin
- Carry on simple conversations in Latin
- Gain knowledge and understanding of ancient Roman and Greek culture and its influence on Western history
- Gain an understanding of Latin and English grammar

The Latin curriculum objectives include basic word recognition, learning Latin grammar and syntax, and learning about ancient Roman culture, history and society. The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of classical thought and culture upon art, literature, science, politics and popular media.

This course directs students to compare and contrast contemporary society to the world of ancient Greece and Rome. Through a structured progression of topics that explore Roman family life and social institutions, students will gain the knowledge and skills that will enable them to read increasingly complex Latin prose and understand what they have read in its cultural context.

#### **Latin 2 A/B**

10, 11, 12—Year

1 period, ½ credit per semester

National Exam Fee—\$5

Prerequisite: Latin 1

Latin 2 is a one year high school course that continues students' exploration of the Latin language and ancient Roman and Greek culture. The course prepares students to read both Latin prose and poetry. Students will also write Latin sentences using increasingly complex grammatical structures. Close attention will be paid to developing communicative skills with a primary focus on reading comprehension and written expression.

At the conclusion of this course, students will be able to:

- Read and write short paragraphs in Latin
- Carry on simple conversations in Latin
- Recite passages of Latin poetry and prose dramatically and expressively
- Gain knowledge and understanding of ancient Roman and Greek culture and its influence on Western art, history, science and humanities

The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of classical thought and culture upon art, literature, science, politics and popular media.

This course encourages students to compare and contrast contemporary society to the world of ancient Greece and Rome. Through a structured progression of

topics that explore Roman family life and social institutions, students will gain the knowledge and skills that will enable them to read increasingly complex Latin prose, and understand what they read in its cultural context.

#### **Latin 3 CIHS A/B**

11, 12—Year

1 period, ½ credit per semester

National Exam Fee—\$5

Prerequisite: Latin 2

Latin 3A CIHS and Latin 3B CIHS, each a semester in length, together comprise a year-long level 3 Latin Language course – are designated as a college in the high school course. This course is aligned with the University of Washington's Latin 103 course and earns five college credits on a University of Washington transcript. (To do so, students register with, and pay tuition to the UW [as of 2015, tuition for CIHS Latin 103 is approximately \$350]). Students who do not choose to register with the US will still earn high school credit for this course.

This course covers the final concepts of a complete survey of Latin grammar and syntax, and enables students to read extended passages of authentic Latin literature. Students in this course will gain proficiency in reading and comprehending Latin texts. They will gain skills interpreting Latin literature in accordance with its historic and cultural context. Though the primary course objective is to read Latin, students also gain proficiency in speaking, listening, writing, and reading Latin as they deepen their knowledge of the language and its literature through the mastery of Latin texts. The Latin authors students read in this course will vary, yet, students will typically read passages from Cicero, Caesar, Vergil, Horace, Pliny, Ovid and Catullus. The language textbook used in this course is Susan Shelmerdine's "Introduction to Latin," 2<sup>nd</sup> edition.

Students who complete the course are able to:

- Read continuous passages of Latin by ancient authors with the aid of a dictionary and the notes of a commentary
- Make connections to ancient texts and minds
- Expand and consolidate understanding of the historical and cultural background of the ancient world and make comparisons to other cultures and time periods
- Confidently analyze the structure of a sentence in Latin (and English) and understand how the Latin language works in general
- Develop a wide vocabulary of Latin and English through reading and to learn the etymologies and derivatives of English and Latin words
- Recognize aspects of literary analysis and become familiar with the practice of **philology**,



the art of reading slowly, appreciating not only *what* is said, but *how* and *why* it is said

- Be prepared for the AP Latin course and beyond

### AP Latin A/B

12—Year

1 period, ½ credit per semester

Optional: Two AP Textbooks (\$70) \ National Exam Fee—\$5

Fee for AP test

Prerequisite: Latin 3 and teacher permission

AP Latin Caesar and Vergil is a one year high school course that continues students' exploration of the Latin language and ancient Roman and Greek culture. The course prepares students to read Roman literature, both prose and poetry, in Latin. Close attention will be paid to reading comprehension and literary analysis. At the conclusion of this course, students will be able to:

- Read, analyze and interpret authentic Latin literature with extensive study of Caesar's "De Bello Gallico" and Virgil's "Aeneid"
- Recognize rhetorical techniques and literary figures in a Latin text.
- Gain knowledge and understanding of ancient Roman and Greek culture and its influence on Western history, with a particular focus on the historical events of the Late Republic and Early Empire
- Take the Advanced Placement examination - Latin: Caesar and Vergil

The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of classical mythology and Roman culture on the art, literature and popular media of the last two thousand years.

The course encourages students to interpret texts and write literary analyses. This course will give students the skills to succeed in the study of literature at the college level. Please visit the AP Latin webpage at the College Board for detailed information about this curriculum.

## Spanish

Because of our proximity to Latin America and the increased number of Hispanics entering the job market in the US, Spanish has become almost indispensable. Students can benefit from knowledge of Spanish in whatever career they might choose.

### Spanish 1 A/B

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$20

Performance Level: Nov Low—Mid

Spanish 1A is the first part of a two-year middle school course or one year high school course that introduces students to Spanish language and Spanish-speaking culture. Spanish 1B is part of a two-year middle school course or one year high school course that introduces students to Spanish language and Spanish-speaking culture. Because Spanish 1 is a full-year course, the description for 1A and 1B are identical. In 1B students continue to build their language and culture proficiency in order to be prepared for Spanish 2.

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 one's 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

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$20

Prerequisite: Spanish 1 A-B

Performance Level: Novice Mid—High

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 3 A/B**

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$20

Prerequisite: Spanish 2 A-B Note: Spanish 3A prerequisite is to pass Spanish 2B with a 'C' or above. Spanish 3B prerequisite is to pass Spanish 3A with a 'C' or above.

Performance Level: Novice High.

Spanish 3A–B 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 texts; 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 Heritage Speaker (Spanish 3 A/B)**

9, 10, 11, 12—year

1 period, ½ credit per semester

Spanish for Heritage Speakers is a year-long course that supports, reinforces, and expands student knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary, (to a greater or lesser extent), this course often moves faster than other Spanish courses. It will emphasize literary development (with a study of literature and composition). This course will also include culture and history of the variety of Spanish-speaking cultures. Students will learn translation skills. 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:

- Engage in conversation on familiar topics with 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

The Spanish for Heritage Speakers curriculum is guided by a set of rigorously vetted course objectives that focus on improving communication skills already present and 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 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 a variety of people in socially appropriate ways. As a result, students are prepared to perform actions like carrying on formal and informal conversations in Spanish to get or give information, read and write 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 communicate in writing and speech and to practice being a better global citizen.

**AP Spanish Language and Culture 5 A/B**

10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$48 and fee for AP test

Prerequisite: Spanish 3B with a final grade of “B” or above

Note: The AP Spanish B prerequisite is to pass AP Spanish A with a “B” or above.

Performance Level: Int. Mid–Int. High.

Spanish 5 A–B 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 authors’ styles and perspectives; 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 is 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.

**AP Spanish Literature and Culture A/B**

11,12—Year

1 period, ½ credit per semester

Workbook Fee—\$31 and fee for AP test

Prerequisite: AP Spanish Language 5A-B with a final grade of “B” or above

Performance Level: Int. - High

The national College Board Advanced Placement Spanish Literature course is a class designed to replace a third year Introduction to Spanish Literature course at the university level. Because students read and analyze Peninsular and Latin American literature orally and in writing in Spanish, the language proficiency reached at the end of this class is generally equal to that of college students who have completed a Spanish course in grammar, composition and conversation.

The basic program exposes students to a wide variety of genres and types of discourse and will enable student to trace the history of Spanish prose from Don Juan Manuel to modern times through some of its most brilliant practitioners including Pablo Neruda, Gabriel Garcia Marquez and Isabel Allende. Through a structured progression of topics students will gain the knowledge and skills that will enable them to think critically and logically while speaking and writing in Spanish. They will be familiar with (1) major literary movements, writers, trends and ideas that have shaped Hispanic peoples, (2) modern literary theory and analysis, and (3) the

terminology used to discuss and analyze literature and literary criticism in Spanish.

At the conclusion of this course, students will:

- Read representative works of prose, poetry, and drama from different periods, and with consideration to the cultural context of each work
- Identify the major literary movements, writers, trends, and ideas that have shaped Hispanic peoples from the Middle Ages in Spain to the 21st Century in Spain and Latin America
- Apply modern literary theory in literary analysis of representative works of prose, poetry, and drama from the Spanish-speaking world
- Engage in discussion about literary criticism using appropriate terminology

The AP Spanish Literature curriculum is guided by a set of rigorously vetted course objectives that apply to literature from the Middle Ages in Spain to the 21st Century in Spain and Latin America. The course objectives encourage students to think critically and logically as they analyze various pieces of literature.

This course prepares students for literature courses at the university level and for careers where understanding and speaking Spanish is an asset. Students participate in classroom discussions in Spanish about the works they have read, write formal essays analyzing texts of individual works or comparing and contrasting a variety of works, discuss the universality of themes and characters as well as their particular relevance in their lives while demonstrating proper usage of literary terms.

## **American Sign Language**

American Sign Language (also referred to as ASL) is a visual-gestural language created and used by nearly a million deaf people in the United States and Canada. It is the third most widely used language in the country. ASL not only is the first language of the Deaf, but also carries with it the culture of generations of Deaf in America.

ASL is now widely accepted as a foreign language by a vast number of colleges and universities throughout the country.

These courses also can be taken for Occupational Education credit.

### **American Sign Language 1 A/B**

9, 10, 11, 12—Year

1 period, ½ credit per semester

Performance Level: Novice Low–Mid

American Sign Language 1 is a year-long, two semester high school course that introduces students to American Sign Language and the Deaf community. The class will introduce students to the remarkable, complex and beautiful language used by Deaf people in North America and Canada. American Sign Language (also referred to as ASL) is a visual-gestural language created and used by nearly a million Deaf people in the United States and Canada. It is the third most widely used language in the United States. ASL not only is the first language of the Deaf, but also carries with it the culture of generations of Deaf in America.

The course prepares students to develop their expressive signing skills and receptive skills to meet the communication needs of real-life encounters in the Deaf community. Close attention will be paid to developing communication skills which focus on receptive comprehension and expressive signing skills. At the conclusion of this course students will be able to ask and answer questions, carry on simple conversations, express opinions and needs and gain knowledge and understanding of the Deaf Community.

The American Sign Language 1 curriculum is guided by a set of rigorously vetted course objectives that span basic sign recognition to using memorized phrases and familiar vocabulary to talk about oneself and ones surroundings. The course objectives encourage students to talk about themselves, their family and friends, 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 cultural proficiency in American Sign Language. The course broadens students' perspective as they learn to communicate with persons with varying communication needs, i.e., deaf-blindness, minimal language skills and the full range of manual communication systems. As a result, students are prepared to carry on short conversations in ASL about topics related to themselves, friends and family.

Roosevelt High School has an articulation agreement with Seattle Central Community College to offer ASL students five college-level credits for each year completed with a "B"/3.0 grade or better. Additional information for students and parents can be found at [www.sccaslconsortium.org](http://www.sccaslconsortium.org).

### **American Sign Language 2 A/B**

10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: ASL 1

Performance Level: Novice Mid–High

American Sign Language (ASL) 2 is a one year high school course that builds upon the skills developed in American Sign Language 1. Students will learn language skills necessary to communicate easily in the Deaf Community. ASL 2 students continue to build their language and cultural proficiency in order to be prepared for ASL 3.

The course prepares students to comprehend and sustain conversations about familiar topics such as; activities, giving directions, describing people and making requests. Close attention will be paid to developing communication skills that focus on expressive signing and receptive comprehension. The entire year is taught in immersion of ASL; no voicing is allowed in the classroom. At the conclusion of this course, students can ask and answer questions; carry on simple conversations; express opinions and needs; and gain further knowledge and understanding of the Deaf Community and Deaf culture.

The American Sign Language 2 curriculum is guided by a set of rigorously vetted course objectives that span basic sign recognition to using memorized phrases and familiar vocabulary to talk about oneself and ones surroundings. The course objectives encourage students to talk about themselves, their family and friends, 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 cultural proficiency in American Sign Language. The course broadens students' perspective as they learn to communicate with persons with varying communication needs, i.e., deaf-blindness, minimal language skills and the full range of manual communication systems. As a result, students are prepared to carry on short conversations in ASL about topics related to themselves, friends and family.

Roosevelt High School has an articulation agreement with Seattle Central Community College to offer ASL students five college-level credits for each year completed with a "B"/3.0 grade or better. Additional information for students and parents can be found at [www.sccaslconsortium.org](http://www.sccaslconsortium.org).

**American Sign Language 3 A/B**

11, 12—Year

1 period, ½ credit per semester

Prerequisite: ASL 2

Performance Level: Novice High—Int. Low

American Sign Language 3 is a one year high school course that builds upon the skills developed in American Sign Language 2. ASL 3 students continue to build their language and cultural proficiency in order to be prepared for continuation of ASL at the college level.

The course prepares students to comprehend and sustain conversations about familiar topics such as; making requests, talking about family and occupations, attributing qualities to others, and talking about routines. Close attention will be paid to developing communication skills that focus on expressive signing and receptive comprehension. The entire year is taught in immersion of ASL; no voicing is allowed in the classroom. At the conclusion of this course, students will learn language skills necessary to engage in extended conversations, provide and obtain detailed information, express opinions, feelings, and emotions and more precise nuances on a variety of topics, and gain further knowledge and understanding of the Deaf Community and Deaf culture.

The American Sign Language 3 curriculum is guided by a set of rigorously vetted course objectives that span basic sign recognition to using memorized phrases and familiar vocabulary to talk about oneself and ones surroundings. The course objectives encourage students to talk about themselves, their family and friends, 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 cultural proficiency in American Sign Language. The course broadens students' perspective as they learn to communicate with persons with varying communication needs, i.e., deaf-blindness, minimal language skills and the full range of manual communication systems. As a result, students are prepared to carry on extended conversations in ASL about topics related to themselves, friends and family.

Roosevelt High School has an articulation agreement with Seattle Central Community College to offer ASL students five college-level credits for each year completed with a "B"/3.0 grade or better. Additional information for students and parents can be found at [www.sccaslconsortium.org](http://www.sccaslconsortium.org).

**American Sign Language 4 A/B**

11,12—Year

1 period, ½ credit per semester

Prerequisite: ASL 3

Performance Level:

ASL 4 gives students an in-depth study of ASL's complex grammar and syntax. The course curriculum will focus on increasing communication skills, including skills in identifying registers. Students will also explore the interpreting aspects of ASL.

Roosevelt High School has an articulation agreement with Seattle Central Community College to offer ASL students five college-level credits for each year completed with a "B"/3.0 grade or better. Additional information for students and parents can be found at [www.sccaslconsortium.org](http://www.sccaslconsortium.org).

## English Language Development (ELD)

### ELD 3 Adjunct

9, 10, 11, 12— Semester

1 period, ½ credit per semester

Prerequisite: Instructor permission

This mixed-grade course is designed to support English Language Learners, who are in mainstream core courses. It is a small, personalized class in which the primary aims are goal setting, prioritization and reflection, all with a view to building stronger learning strategies and habits. Students will have some portion of each week to work on mainstream coursework. In addition to the goal setting and prioritization, day to day activities will range from basic reading and writing skills (such as close reading skills, and narrative and expository writing) to Social Studies skills (such as map skills and current events) to more general skills (such as interviewing techniques, speech and presentation, vocabulary development).

## General Electives

### Leadership/Student Government

9, 10, 11, 12—Year

1 period, ½ credit per semester

Can earn Occupational Education credit

This is a yearlong course that examines three questions:

- What defines a successful leader?
- How do leaders create a vision that others follow?
- What type of leader are you now and what type do you want to be?

This class balances learning leadership skills and practicing those skills. These leadership skills are practiced when the students address other students' concerns and issues and when the students plan and implement activities and events for the Roosevelt community. Leadership students should expect out-of-class work. This class is open for elected ASR officers, class officers, and by application in the spring or permission of the instructor.

### Focus Class

9, 10—Semester

1 period, ½ credit

No prerequisites; permission required

The Academic Intervention Specialist, who teaches the class, generates a list of potential students before the semester begins and interviews the students before they are added to the class.

Students in the Focus class learn study skills and also receive time to do homework before the end of the school day.

The class is only offered one semester.

### Teacher Assistant

9, 10, 11, 12—Semester

1 period, ¼ credit

Permission required (TA form from counselor, written permission from teacher). Pick up the form in Sept. from the counselor.

Students may choose to be TAs for teachers, with permission from the specific teacher. Students cannot select TA positions during registration. These positions can be arranged approximately one week before the term begins, up through the end of the open schedule changes period.

### Tutoring Assistant

10, 11, 12—Semester

1 period, ½ credit

Permission required (TA form from counselor, written permission from teacher). Pick up the form in Sept. from the counselor.

Students can sign up to work in the Library, the Teen Health Center, the Focus class, or the Autism/Asperger programs and receive a 0.5 tutoring credit. The Autism/Asperger programs can also give Occ. Ed. credit.

Students can get the form from their counselor and then get written permission from Ms. Pawelak-Kort in the Library, Nurse Hoag in the THC, the Academic Intervention Specialist for the Focus class, Ms. Johnson for the Autism program, or Mr. Ledcke for the Asperger program.

Students cannot select TA positions during registration. These positions can be arranged approximately one week before the term begins, up through the end of the open schedule changes period.

### Office Assistant

Please see the description for Office Assistant in the Business Department descriptions.

### Administrative Assistant

Please see the description for Administrative Assistant in the Business Department descriptions.



## Skills Center Course Descriptions (Seattle Public Schools)

The Seattle Skills Center is a program for students interested in concentrated and advanced learning within the following areas: Aerospace Science and Technology, Animation/Gaming, CISCO/Networking, Culinary Arts, Fire Science, Medical Assisting, Medical Careers, Maritime Science and Technology, Multimedia Broadcasting, and Automotive AYES certification. Students aged sixteen years and older who have earned at least ten high school credits may enroll in skills center classes. Students attend class Monday–Friday for a block period of time. The blocks run either 8:45 a.m.–11:15 a.m., 12:15 p.m.–2:45 p.m., or 3:30 p.m.–6:00 p.m.

Students who successfully complete a Skills Center class earn 1.5 credits toward graduation per semester. Each student works toward standards and competencies required for certification in that particular industry, preparing for college and careers.

If the Skills Center program is not located at the student's home school, the student will travel to the school where the program is offered. Transportation is provided to those who need it (via public transportation).

Interested students must complete a Skills Center application and submit it to their home school counselor.

Interested? Please talk with your counselor to see if the Skills Center is a good fit for you.

Check out the Seattle Skills Center on the website <http://skillscenter.seattleschools.org/>. Seattle Skills Center applications are available on the website, from your counselor, or call (206)252-0730 for more information.

**At the time of publication, a complete and updated list of course offerings for 2017-18 was not yet available. Please check the Skills Center webpage for updated information.**

### **Administrative Medical Office Assistant**

**@ John Marshall Building**

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.

*Pre-Requisites – 1 or More: Family Health; Nutrition/Wellness; Human Development; Food Science Biomedical Sci.; Sports Med; Health Care Intro Lab Science or Math Cross Credit Available • Free Tech Prep College Credit Available • Additional Fees & Requirements*

### **Aerospace Science & Technology**

**@ Rainier Beach High School**

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 & proper use, fastener installation, aluminum & titanium metal drilling, the use of composite materials in the aircraft manufacturing industry, and gain industry experience and college credit.

*Pre-Requisites: NONE • Math Cross Credit Available • Free Tech Prep College Credit Available • Industry Certifications Available*

### **Auto Body Collision**

**@ South Seattle College**

Students enrolled in the Seattle Skills Center Auto Body Collision course will receive instruction with hands-on training using state-of-the-art equipment. Students will learn the modern principles in safety, hazardous materials, welding (Oxyacetylene, MIG), tools, Unibody construction, metal straightening, and principles of refinishing, and touch-up and detailing.

*Pre-Requisites: NONE • No Cross Credit • Industry Certifications Available*

### **Automotive Technology NATEF**

**@ Washington Middle School**

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.

*Pre-Requisites: NONE • No Cross Credit • Free Tech Prep College Credit Available • Industry Certifications Available*

### **Construction Trades & Pre-Apprenticeship**

**@ Rainier Beach High School**

This program provides experience in the skilled trades through classroom learning and hands on construction projects such as storage sheds and "micro-houses". Skilled trades include crafts such as carpenter, plumber, electrician, painter and more. All phases of building construction are covered, from ground to roof. Upon completing this course, students may have the opportunity to intern under the supervision of a journey-level mentor. Internship sponsors include City of Seattle, King County, King County Dept. of Transportation, Painters and Allied Trades, and Port of Seattle. After high school, students have the opportunity for possible direct entry into an apprenticeship.

*Pre-Requisites: NONE • No Cross Credit • Industry Certifications Available*

### **Culinary Arts**

**@ Rainier Beach High School**

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

*Pre-Requisites: Family Health and/or any Foods related CTE course • No Cross Credit • Industry Certifications Available • Additional Fees & Requirements*

**Digital Animation & Game Design**

**@ AIE at The Seattle Center**

Create animation and games! 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. Learn sketching and storyboarding in 2D animation and concepts of 3D, learn skills necessary for a career in the animation and gaming industry.

*Pre-Requisites – 1 or More: Art Course; Portfolio of Artwork • Fine Arts Cross Credit Available • College Credit Available*

**Firefighting Emergency Medical Services**

**@ Rainier Beach High School**

This course prepares students for careers as fire fighters and in other emergency services careers. The cadet will be able to preside, guide, or manage self, others, activities or events with responsibility for the final 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 a myriad of projects and preparations at the highest levels.

*Pre-Requisites – NONE • No Cross Credit*

**Health Sciences/Medical Assisting**

**@ John Marshall Building**

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.

*Pre-Requisites – 1 or More: Family Health; Nutrition/Wellness; Human Development; Food Science Biomedical Sci; Sports Med; Health Care Intro Lab Science or Math Cross Credit Available • Free Tech Prep College Credit Available • Additional Fees & Requirements*

**Information Tech Specialist: Computer Programming**

**@ Rainier Beach High School**

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.

*Pre-Requisites: NONE • Math Cross Credit Available • Industry Certifications Available*

**Maritime Science & Technology**

**@ Rainier Beach High School**

Seattle is surrounded by water and careers in the maritime industry. Prepare for college, career, and the maritime environment in this program. 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.

*Pre-Requisites: NONE • Math Cross Credit Available • Industry Certifications Available*

**Multimedia Broadcasting**

**@ Nathan Hale High School**

Students learn the ins and outs of radio broadcasting and digital media production. This class takes place at C89.5FM and student work can be heard any time by tuning in! Students learn the foundations of broadcasting and digital media including audio recording and editing, broadcast law, studio operations, and more. After learning foundations, students choose departments of the station (music, programming, public affairs & community engagement, on-air, marketing) to get more deeply involved with. Students effectively work as interns in this capacity, learning skills that directly translate to post-high school career and education options.

*Pre-Requisites: NONE • No Cross Credit Available*

**Nursing Assistant**

**@ West Seattle High School**

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 in units such as First Aid/CPR, personal care, and anatomy/physiology. They 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.

*Pre-Requisites – 1 or More: Family Health; Nutrition/Wellness; Human Development; Food Science Biomedical Sci; Sports Med; Health Care Intro Lab Science Cross Credit Available • Free Tech Prep College Credit Available • Industry Certifications Available • Additional Fees & Requirements*

**Equity and Compliancy Policy**

Seattle Public Schools ("SPS") provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; a disability; veteran or military status; or the use of a trained dog guide or service animal. SPS provides equal access to the Boy Scouts and other designated youth groups. SPS complies with all applicable state and federal laws and regulations, including but not limited to: Title IX, Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, and RCW 49.60 ("The Washington Law Against Discrimination"). SPS's compliance includes, but is not limited to all District programs, courses, activities, including extra-curricular activities, services, and access to facilities.

**New for 2017-18**

**Computer Programming**

**Interactive Media Arts & Technology**

**Maritime Operations: Transportation & Logistics**

**Teacher Academy: Careers in Education**

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**Roosevelt High School**  
**1410 NE 66<sup>th</sup> ST, Seattle, WA 98115**  
**Phone number: (206) 252-4810**  
**Fax number: (206) 252-4811**

## Phone Numbers

Michael Kelly	Assistant Principal	252-4960
Juan Price	Assistant Principal	252-4936
Kristina Rodgers	Assistant Principal	252-4812
Niki Duncan Sortun	Head Counselor	252-4836
Brenda Espinoza-Gonzalez	Counselor	252-4825
Frank Heffernan	Counselor	252-4826
Carrie Richard	Counselor	252-4835
Mary O'Connor	Counseling Secretary	252-4827
Dana Miller	Registrar	252-4851

## Roosevelt Spirit Song and Alma Mater

### **The Roosevelt Spirit Song**

Fight on for Roosevelt High School  
Hurl back the foe  
Bring home the glory of victory  
Go right in and fight  
Fight on for Roosevelt High School  
On field and floor  
We're backing you, team  
So top that score

### **Alma Mater**

All hail to Roosevelt  
In far flung West a school the best  
Exalt we to the skies.  
Her fame goes far, a flaming star,  
Her spirit never dies!  
On Puget Sound for miles around  
Her reputation known  
For loyal sons and daughters come  
To make her aims their own.  
Oh Roosevelt, Oh Roosevelt  
Our Alma Mater fair;  
We'll live for you and ever be true  
We'll always do and dare.  
Oh Roosevelt, Oh Roosevelt,  
Your star shall never pale;  
We'll sing your praise  
Through endless days;  
All Hail!

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