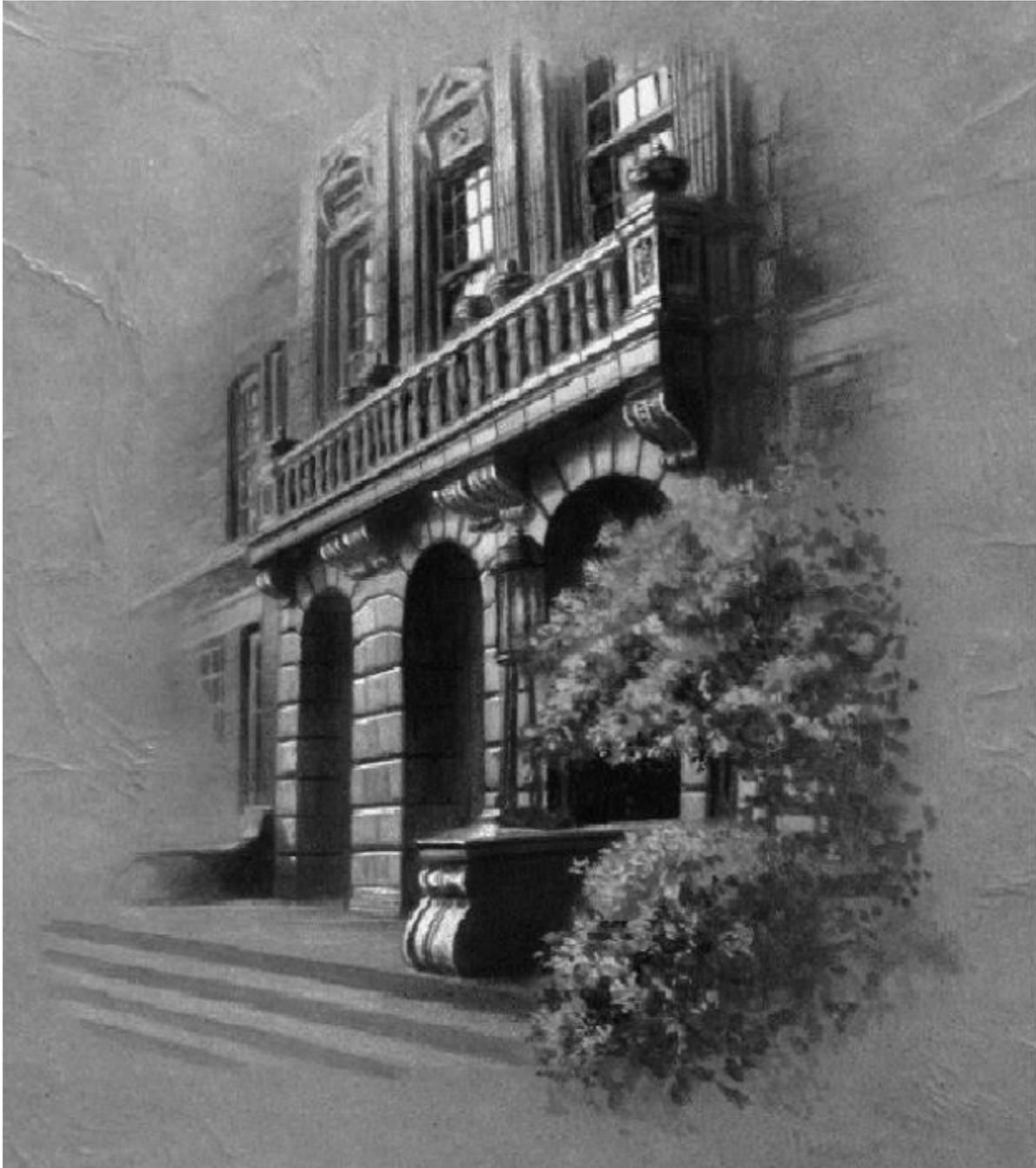


# Course Descriptions

Roosevelt High School  
2020-2021

*“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,

Kristina Rodgers

Principal

Roy Merca

Assistant Principal

Mike Kelly

Assistant Principal

Jessica Proctor

Assistant Principal

## **Roosevelt Motto:**

What I am to be, I am now becoming

## **School Colors:**

Green and gold

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## About Requesting Your Classes

Although graduation from high school requires earning credit in a minimum of forty-eight classes 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 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. You may see your counselor 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 requests. 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 department.

As you decide on 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 in 10<sup>th</sup> grade. 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 into the non-AP class of the same subject is not possible because of the district deadline for changing schedules and because seats are not available 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–Da)

Frank Heffernan (Last name: Mb–Sc)

Ron Stuart (Last name: Db–Ja)

Kari Heinz (Last name: Sd–Z)

Brenda Espinoza-Gonzalez (Last name: Jb–Ma)

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE



# Roosevelt HS

## Graduation Requirement Checklist

For Classes 2021 & Beyond

<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 A	US 11A	Am Gov't			
	WH 11	AP Human Geo B	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	Phys A	Biology A	Phys B				
	Chem A	Biology B	Chem B				
<b>World Language or Personal Pathway**</b> (2 credits of WL credit needed for college admissions)			<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 style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table>				
<b>Health &amp; PE</b> 2 credits	Health	PE	<b>Current credits = _____ / 24 total</b>				
	PE	PE					
<b>CTE</b> 1 credit			<b>Each box = .5 credit</b>				
<b>Art*** 2 credits or</b> 1 credit art & 1 credit Personal Pathway							
OTHER REQUIREMENTS		TESTING		Notes:			
<b>Washington State History Met</b>		<b>ELA</b>		*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			
<b>PE Competency Met</b>		<b>Math</b>					
<b>High School and Beyond Plan</b>							
<b>Current Service Hours:</b>		_____ / 60					

**Credit key -** = Language Arts, = Social Studies, = Math, = Science,  
 = World Language, = CTE, = Fine Arts (Perf), = Fine Arts (Vis), = PE

## Notice to all students (and their families) who will be taking any Advanced Placement (AP) course next year:

Each year, all students will decide whether or not to take exams and order their exams by October 31, 2020. In addition, a \$40.00/exam cancellation fee will be assessed for any exam order canceled after Nov 15, 2020. You can view the timeline in detail at <https://apcentral.collegeboard.org/about-ap/news-changes/ap-2020/for-ap-coordinators>, under Fall Exam Ordering Overview.

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

# Course Descriptions

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## Fine, Applied, and Performing Arts

### Visual Arts

#### Ceramics Beginning

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

\$40 Materials Fee (Additional fee for clay as needed) Financial assistance is available to cover all class fees.

This beginning course is for students who want to work with their hands and develop ideas in 3-dimensional form. Students work with clay, creating both functional and non-functional art pieces. Students learn the properties of clay, construction methods, glazing techniques and the firing process as core concepts of this course. Students learn about ceramic arts and artists from a variety of contemporary and historical sources and across cultures. All students are welcome.

#### Ceramics Advanced

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

\$40 Materials Fee (Additional fee for clay as needed) Financial assistance is available to cover all class fees.

Prerequisite: Ceramics Beginning

Recommendation: Ceramics Beginning with a minimum grade of B

Students in this course explore Ceramics at a higher level with hand building and wheel methods. Students design and develop works through investigation of techniques and materials through ceramic arts and artists from a variety of contemporary and historical sources and across cultures. Assignments will be more complex, challenging students to make deeper connections and use voice to communicate ideas. Students have a portfolio of work at the end of the semester. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

#### Sculpture

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

\$40 Materials Fee (Additional fee for clay as needed) Financial assistance is available to cover all class fees.

**Students explore, plan, and create three-dimensional artwork. Students in this course will explore the element of form using a variety of materials such as clay, plaster, wood, and metals.**

#### Drawing & Painting Beginning

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

\$35 Materials Fee Financial assistance is available to cover all class fees.

Drawing and Painting Beginning introduces students to the Elements of Art and Principles of Design. Study of these are included in art projects to establish fluency in the language of art. Students create art in a variety of drawing and painting media and explore the relationship between observation, artistic vision, and composition. Students use sketchbooks or other means to develop skills and ideas. Visual Art builds lifelong skills through the critical thinking and creative process.

#### Drawing & Painting Advanced

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

\$35 Materials Fee Financial assistance is available to cover all class fees.

Prerequisite: Drawing & Painting Beginning

Recommendation: Drawing & Painting Beg with a minimum grade of B

Drawing and Painting Advanced is intended for students who want to further their knowledge and experience in drawing and painting media. Students in this course will continue to create art and explore the relationship between observation, artistic vision, and composition in an advanced setting. Students will explore media and ideas with more independence and demonstrate responding and reflecting on their own work and that of others. Students will produce a portfolio of work at the end of this course. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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**Photography Beginning**

9\*, 10, 11, 12—Semester

1 period, ½ credit

Available as Fine Art or CTE credit

\$85 Materials Fee and a working 35-mm film camera. Financial assistance is available to cover all class fees.

Photo Beginning is designed to explore photography as a method of creative visual communication. Students in this course learn basic camera operations and principles of photography such as photo composition, lighting, exposure, and editing.

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

**Photography Advanced (Level 1)**

10, 11, 12— Semester

1 period, ½ credit

Prerequisite: Photography Beginning

\$85 Materials Fee Financial assistance is available to cover all class fees.

Available as Fine Art or CTE credit

Photography Advanced is designed for students interested in expressing their personal creative vision through photography. Students in this course develop their own ideas through open-ended assignments and explore photography as a potential career pathway. This course may be repeated for credit. Teacher will specify Advanced Level 1 or Level 2.

**Photography Advanced (Level 2)**

10, 11, 12— Semester

1 period, ½ credit

Prerequisite: Photography Beginning

Recommended: Photography Advanced 1 with a minimum grade of a “B”

\$85 Materials Fee Financial assistance is available to cover all class fees.

Available as Fine Art or CTE credit

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. Teacher will specify Advanced Level 1 or Level 2

**AP Art & Design A/B (AP Photo)**

11, 12— Year long

1 period, 1.0 credit

Available as Fine Art or CTE credit

\$85 Materials Fee + \$40 AP portfolio submission fee = \$125 for the year

Financial assistance is available to cover all class fees.

Prerequisite: Photography Beginning, and Photography Advanced -Teacher will approve student requests based on completion of prerequisite courses.

Recommended: A or B grade in Photography Beginning, and Photography Advanced Photo Level 1 and 2

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.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## *Performing Arts—Theatre*

### Theatre Beginning (formerly Theatre 1)

9, 10, 11, 12—Semester

Financial assistance is available to cover all lab fees.

1 period, ½ credit

This introductory course is for all students looking to develop skills in acting and performing in front of others. Public speaking, creative problem solving, and collaboration are explored through creative activities, voice and movement exercises, improvisation, story structure, creating character, and scene study. All are welcome; no previous theatre experience necessary. This course may be repeated for credit.

### Theatre Intermediate (formerly Theatre 2)

9, 10, 11, 12—Semester

Financial assistance is available to cover all lab fees.

1 period, ½ credit

Prerequisite: Theatre Beginning OR prior theatre experience

This intermediate course explores the art of creating character and commanding the attention of an audience during performance. The course includes analysis of contemporary and classic scripts, professional blocking and directing, and preparing monologues for auditions. Students will utilize self-direction to collaborate in small groups and an openness to critical feedback and reflection. This course may be repeated for credit.

### Theatre Advanced (formerly Theatre 3)

9, 10, 11, 12—Semester

Financial assistance is available to cover all lab fees.

1 period, ½ credit

Theatre Advanced, Narrative Theatre, & Theatre Playwriting may be taken in any order.

Prerequisite: Theatre Advanced

This advanced course expands exposure to contemporary and classic plays, broadens student repertoire of audition material, and explores specialized acting skills. This course may include topics such as advanced acting methods, resume development, movement-based acting techniques, pantomime, mask work, improvisation, stage combat, state make-up, or creative drama. This course may be repeated for credit.

### Theatre History and Literature (formerly Theatre 4/5)

11, 12—Semester

Financial assistance is available to cover all lab fees.

1 period, ½ credit

Prerequisite: Theatre Intermediate

Students can earn Fine Arts OR Language Arts credit

**This Theatre and Language Arts Option class for upper grades introduces students to analyzing characters, relationships, subtext, historical context, and story structure in plays and musicals that represent global theatre genres and styles. Throughout the course, students engage in readers theatre work and writing activities. No previous theatre experience necessary. All students are welcome. This course may be cross-credited for English Language Arts credit.**

### Narrative Theatre (formerly Theatre 6)

10, 11, 12—Semester

Financial assistance is available to cover all lab fees.

1 period, ½ credit

Available as Fine Art or CTE credit

Prerequisite: Theatre Intermediate

In this project-based course, students are introduced to the art of adapting narrative literature for the stage. Students select, analyze, adapt, and stage published short stories, favorite children's or young adult literature, or novels into a live performance, taking the words from the page to the stage. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

### Theatre Directing (formerly Theatre 7)

12—Semester

1 period, ½ credit

Available as Fine Art or CTE credit

Financial assistance is available to cover all lab fees.

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

Prerequisite: Theatre Intermediate    Recommended: Theatre Beg, Theatre Adv, Narrative Theatre, Theatre Playwriting, or Tech Theatre/Costume Theatre.

In this project-based special topic course, students learn the basic elements of directing for the stage and leadership skills required to produce a play. Topics include script analysis, collaboration with designers, casting processes, scheduling, table work, blocking and creating an ensemble. The class may culminate in a showcase of student-directed works or producing a festival of one act plays. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

**Theatre Playwriting (formerly Theatre 8)**

9, 10, 11, 12—Semester

Financial assistance is available to cover all lab fees.

1 period, ½ credit

Prerequisite: Theatre Intermediate    Theatre Adv, Narrative Theatre, & Theatre Playwriting may be taken out of sequence.

**In this project-based course, students are introduced to writing plays by exploring personal ideas and experiences and expressing them in an original short-play format. By learning the specific techniques and styles of writing for the stage, students have a chance to express their creativity and communicate an idea through a theatrical script that is performed for an audience. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.**

**Theatre Play Production (formerly Theatre 9)**

10, 11, 12—Year

Financial assistance is available to cover all lab fees.

1 period, ½ credit

Available as Fine Art or CTE credit

Prerequisite: Audition in Spring.

Theatre Play Productions prepares students to use the skills and techniques of acting and performance in one or more plays produced for a public audience. This course mirrors professional theatre standards, culminating with a full-scale production of a play. Students enrolled in the course may also have opportunities to work in areas of theatre production including directing, scenic design and construction, costuming, properties, stage management, promotions and publicity. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

**Musical Theatre Production (formerly Theatre 10)**

9, 10, 11, 12—Semester

ASB card required - Financial assistance is available to cover all lab fees.

1 period, ½ credit

Available as Fine Art or CTE credit

Prerequisite: audition in Dec.

**Musical Theatre Production prepares students to synthesize the skills and techniques of acting, singing, dancing and performance into a musical theatre production for a public audience. Throughout this process students develop community by working as an ensemble. This course mirrors professional theatre standards, culminating a full-scale production of a musical. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.**

**Dance Beginning (formerly Intro Dance)**

9, 10, 11, 12—Semester

Financial assistance is available to cover all lab fees.

1 period, ½ credit

Available as Fine Art or PE credit (under Lifetime Activities course)

**This introductory course engages students in the basic principles of movement through Hip Hop, Ballet, Jazz, Musical Theatre, and Lyrical dance forms. Students learn dance terminology, technique, and choreography while developing an appreciation for dance as an art form. No previous dance experience necessary. All students are welcome. This course may be repeated for credit. This course can also be taken for PE credit. Students will make their preference known to the teacher at the start of the term.**

**Dance Advanced (formerly Dance Intermediate)**

9, 10, 11, 12—Semester

Financial assistance is available to cover all lab fees.

1

period, ½ credit

Available as Fine Art or PE credit (under Lifetime Activities course)

Prerequisite: Dance Beginning

**This course reviews and builds on the principles of movement: space, time, shape, and effort through Ballet, Hip Hop, Jazz, Musical Theatre, and Lyrical dance forms. This course has increased emphasis on student technique and choreography studies while developing an appreciation for dance as an art form. All students are welcome. This course is available for PE credit. Students will make their preference known to the teacher at the start of the term.**

**Technical Theatre Beginning (formerly Tech Theatre Foundations)**

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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

ASB card required - Financial assistance is available to cover all lab fees.  
Also available as CTE or Fine Arts credit

Technical Theatre Beginning is a production-oriented course that provides a foundation to stagecraft skills and safety procedures preparing students for industry and college study of technical theatre. Students engage in scenic design and construction, lighting, sound, properties, costumes, make-up, special effects, theatre management, stage management, and theatre terminology. Technical Theatre Beginning is offered as a CTE course, a Fine Arts course, or it can be cross-credited. This course may be repeated for credit.

**Technical Theatre Advanced (formerly Tech Theatre Adv)**

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

ASB card required - Financial assistance is available to cover all lab fees.  
Available as Fine Art or CTE credit

Sequence: Completion of Technical Theatre Beg

Technical Theatre Advanced is a production-oriented course that extends skills in the areas of Technical Theatre and Design. Students apply, analyze and assist in the creation of a unifying concept for a production in one or more of the following disciplines: lighting, sound, properties, set construction, special effects, costumes, make-up, theatre management or stage management. Students may choose a technical theatre focus, assist, and then lead the design process for a main stage production including the development of a design portfolio. Technical Theatre Advanced is offered as a CTE course, a Fine Arts course, or it can be cross-credited. This course may be repeated for credit.

**Costume Design Beginning (formerly Tech Theatre Foundations - Costuming)**

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

ASB card required - Financial assistance is available to cover all lab fees.

Costume Design Beginning is an entry level course open to all students interested in learning the art of costume design and construction. This course explores how character and story are revealed through costume choices. Costume designers start with character and script analysis and director concepts to develop design concepts. Students collaborate to develop skills in design, drawing, and using a pattern to build a costume. Students gain experience in hand and machine sewing skills to build individual designed pieces. This course may be repeated for credit.

**Costume Design Advanced (formerly Tech Theatre Adv - Costuming)**

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

ASB card required - Financial assistance is available to cover all lab fees.

Sequence: Completion of Costume Design Beginning

Costume Design Advanced is for students interested in deepening skills in the art of costume design and construction. Students in this course will collaborate with designers and directors to design and build costumes for school productions. Students engage in more complex practices in design, drawing, using patterns, alterations, and sewing. This course may be repeated for credit.

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

 **Performing Arts—Music**

**Band**

**Concert Band A/B**

9—Year

1 period, ½ credit per semester

ASB card required – Financial assistance is available to cover all lab fees.

This year-long performing ensemble is for students who play woodwind, brass, and percussion instruments. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and advances technical skills associated with one’s instrument along with correct posture. Band students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events. This course may be repeated for credit.

**Symphonic Band A/B**

10, 11, 12—Year

1 period, ½ credit per semester

Available as Fine Art or CTE credit

ASB card required - Financial assistance is available to cover all lab fees.

Prerequisite: Concert Band

This year -long performing ensemble is designed for advanced students who play traditional woodwind, brass and percussion instruments. Students develop skills in tone production, phrasing, rhythmic and aural acuity, advanced technical skills associated with one’s instrument, and correct posture. Band students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

**Wind Ensemble A/B**

10, 11, 12—Year

1 period, ½ credit per semester

Available as Fine Art or CTE credit

ASB card required - Financial assistance is available to cover all lab fees.

Prerequisite: One full year of Concert Band or Symphonic Band and Spring Audition

**This year-long performing ensemble is designed for advanced students who play woodwind, brass and percussion instruments. Students continue to develop skills in tone production, phrasing, rhythmic and aural acuity, advanced technical skills associated with one’s instrument and correct posture. Students learn and perform a wide variety of music from different cultures and time periods. Students perform in school concerts, regional festivals and athletic events. Students may receive CTE credit after fulfilling all Fine Arts credit requirements.**

**Jazz Band Advanced A/B**

10, 11, 12—Year

1 period, ½ credit per semester

Available as Fine Art or CTE credit

ASB card required - Financial assistance is available to cover all lab fees.

Prerequisite: Spring Audition

This advance year-long ensemble course is intended to prepare students for college jazz programs. Students in this course learn advanced jazz styles and concepts, including improvisation and composition, jazz theory, and jazz history. Students participate in all Jazz Band Advanced performances and activities during or outside the normal school day, including participation in festivals and trips. Students may receive CTE credit after fulfilling all Fine Arts credit requirements. This course may be repeated for credit.

**Percussion Ensemble A/B**

10, 11, 12—Year

ASB card required - Financial assistance is available to cover all lab fees.

1 period, ½ credit per semester

Prerequisite: Audition - Priority is given to advanced players.

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

**This year-long ensemble is intended for students who are interested in playing pitched and non-pitched percussion instruments in a cohesive performing ensemble. Students learn and perform a wide variety of music from different cultures and time periods and perform in school concerts, marching band, and regional festivals. Enrollment will be restricted to 16 students.**

Choir

Concert Choir A/B

9, 10, 11, 12—Year

ASB card required - Financial assistance is available to cover all lab fees.

1 period, ½ credit per semester

Students in this year-long course participate in an intermediate to advanced choral performing ensemble that performs quality choral literature from a variety of genres and cultures. Students learn vocal technique and musicianship skills. Students perform in school concerts and regional festivals. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.

Chorale A/B (formerly Treble Choir)

9, 10, 11, 12—Year

ASB card required - Financial assistance is available to cover all lab fees.

1 period, ½ credit per semester

**This advanced year-long course is designed to prepare the serious choral student for choral music experiences beyond high school. Chorale is an advanced choral performing ensemble. Students perform quality choral literature from a variety of genres, cultures, and styles, and learn correct vocal technique and musicianship skills. This course is a continuation of the choice sequence. Students perform in school concerts and regional festivals. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.**

Vocal Jazz A/B

9, 10, 11, 12—Year

ASB card required - Financial assistance is available to cover all lab fees.

1 period, ½ credit per semester

Available as Fine Art or CTE credit

Prerequisite: Spring Audition and concurrent enrollment in other Music ensemble class.

This advanced course is designed for advanced musicians with an interest in jazz music. Vocal Jazz is a small mixed-voices ensemble for advanced singers and rhythm section. Students learn about various jazz styles and concepts, including improvisation and jazz theory. Students perform in school concerts and regional festivals. Students may receive CTE credit after fulfilling all Fine Arts requirements. This class meets outside of the regularly scheduled day (7<sup>th</sup> period – before school).

Orchestra

Concert Orchestra A/B

9—Year

ASB card required - Financial assistance is available to cover all lab fees.

1 period, ½ credit per semester

This year-long performing ensemble is for intermediate to advanced students of String instruments, and may also include Wind, Brass, and Percussion instruments. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.

Chamber Orchestra A/B

10, 11, 12—Year

ASB card required - Financial assistance is available to cover all lab fees.

1 period, ½ credit per semester

Available as Fine Art or CTE credit

Prerequisite: Audition

This year-long performing ensemble is for advanced students who play violin, viola, cello and bass, Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills such as shifting, vibrato, bow control and posture. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.

Symphony Orchestra A/B

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## Course Descriptions, 2020–2021

10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: Spring Audition

ASB card required - Financial assistance is available to cover all lab fees.

Available as Fine Art or CTE credit

Recommended: 1 full year of Concert Orchestra or Chamber Orchestra

This year-long performing ensemble is for advanced students of String, Wind, Brass and Percussion instruments. Orchestra students play a wide variety of music from different cultures and time periods and perform in school concerts and regional festivals. Students develop advanced skills in tone production, phrasing, rhythmic and aural acuity, and the advancement of technical skills. Students may receive CTE credit after fulfilling all Fine Arts requirements. This course may be repeated for credit.

General

Piano Lab 1

9, 10, 11, 12— Semester

1 period, ½ credit

Students in this course will learn to play the piano. Students in the piano class will learn the necessary skills and concepts to gain a rudimentary proficiency on the piano keyboard. This is a one semester class. The course may be repeated for credit.

Piano Lab 2

9, 10, 11, 12—Semester

1 period, ½ credit

Prerequisite: Piano Lab 1

This advanced course is designed for students to build on their prior understanding of rudimentary piano and theory skills. This is a one semester class. The course may be repeated for credit.

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## Business and Technology Education

### **Business**

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

10, 11, 12—Semester

1 period, ½ credit

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

Explore law in the business world. Mock trials and role plays will reflect current issues. We will discuss legal principles as applied in business. Analyze legal cases, ethics, the court system, crimes, torts, property law and contract/consumer law. Excellent preparation for DECA competition!

Note: Repeating students may take Advanced Law, which includes Tech Prep college credit.

#### Introduction to Business

9, 10, 11, 12—Semester

1 period, ½ credit

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

Gain success for your future! Show your talents as you create a business of your choice. Explore the world of personal finance and investments. Develop career and college skills. Learn how to get hired and about the wide variety of business careers available to you. Prepare for DECA competition right in class!

Note: Repeating students may take Advanced Business, which includes Tech Prep college credits.

#### All about Business (**Advanced Business**)

10, 11, 12—Semester

1 period, ½ credit

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

Recommended: Completion of Intro to Business

Gain leadership skills in “Advanced Business” with a strong team of “Advanced Leads” who guide, “Intro to Business” students and continue learning about investments, business plans, finance and economics. Apply what you have already learned to new projects including an international business plan, a project that can be submitted straight to State DECA competition.

#### **Accounting 1, 2**

9, 10, 11, 12—Semester

1 period, ½ credit

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

Every business major will be required to take accounting in college, why not get a head start? Accounting is keeping track of a business’ money. Debits, credits, journals, the accounting cycle, balance sheets and more will be introduced and practiced. Students naturally learn organizational skills, the importance of deadlines, and how to produce high-quality work as they practice accounting. Students will begin to understand the extensive behind-the-scenes work every business does to keep its finances in order. Accounting 1 students will complete the accounting cycle for a sole proprietorship; Accounting 2 students will do the same for a corporation. All Accounting students become members of DECA to be eligible for leadership opportunities, scholarships, travel and fun beyond the classroom with little to no homework beyond the classroom. Accounting 2 students earn Tech Prep college credit.

#### **Principles of Finance**

9, 10, 11, 12—Semester

1 period, ½ credit

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

Principles of Finance give students a thorough introduction to the concepts, tools, and institutions of finance. Principles of Finance begins with the basics of financial literacy, and the function of finance in society. Students then study income and wealth, including budgeting, personal banking, credit and borrowing, and planning for retirement. Next, students examine financial institutions and the role of finance in organizations. They learn about common methods by which businesses raise capital, IPOs, selling stocks and bonds, and short-term financing and study key investment-related terms and concepts, including the time value of money. Students also explore specific topics of importance in today’s world of finance, risk management, taxes, and ethics. They research how technological and international innovations have changed the financial

services field. As an integral part of the course, students also participate in an in-depth study of a particular finance topic. Students use a project-based learning approach to complete projects related to finance.

#### **Business Economics**

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

Prerequisite: Principles of Finance

Business Economics provides students with an introduction to the key concepts of business economics supply, demand, profit, costs, and markets and differentiates microeconomics from macroeconomics. It discusses the American economy and the factors that influence the success of businesses and products. The course describes forms of business ownership and discusses the relationship of labor and business, then provides a broad overview of the global economy. Finally, students get a chance to examine careers that require business economics knowledge.

## Marketing/Advertising

Marketing 1, 2, 3, 4

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

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

Marketing is all around us and it is so much more than advertising! Come learn about and apply the essential “4 Ps of Marketing” – product, price, place, and promotion – to your very own newly invented product. This class frequently allows you to choose how you want to demonstrate and engage in your learning while letting you decide if you work on your own or with your friends. Students in Marketing are members of DECA and are eligible for leadership opportunities, scholarships, travel, and fun beyond the classroom with little to no homework beyond the classroom.

Marketing Store

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

Fee \$30, (only required once per year.) Includes Food Worker Card. Financial assistance is available to cover all lab fees.

Prerequisite: Marketing 1

Work experience and school credit in one! Come work in the Green and Gold Exchange during fourth period to learn real world retail skills like operating a cash register, preparing food, product management and more. Work one lunch period; take lunch for yourself the other. All school store students are members of DECA and eligible for leadership opportunities, scholarships, travel and fun beyond the classroom. This is an active, on-your-feet sort of class with minimal bookwork. Bring your energy and your positive, helpful attitude!

Advertising 1, 2

9, 10, 11, 12  
1 period, ½ credit

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

The world of advertising, “it keeps going, and going, and going...” We are all getting messages every day telling us to “Just Do It” when it comes to buying products and services. In Advertising class, we focus our learning around the development of an advertising campaign for a real business with little to no homework outside of class – students are saying “I’m loving’ it”! Furthermore, as an Advertising student, you are a member of DECA “Because you’re worth it” and you are eligible for leadership opportunities, scholarships, travel and fun beyond the classroom. Come “Think different” and sign up for Advertising. This course can be either CTE or Fine Arts credit.

## Sports Marketing 1, 2

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

Fee \$20, (only required once per year.) Financial assistance is available to cover all class fees.

Sports Marketing gives students an opportunity to learn about and apply marketing principles to two of their favorite industries – sports and entertainment. Students will examine and visit a sports and entertainment facility in their own community. Students will run a simulation that allows them to operate their own stadium; handle promotions, ticket pricing, manage all stadium operations and staffing, sponsorships, concessions, concert booking and promotion, and more. Students will also create a realistic concert tour for a favorite artist or band. Finally, students will examine the actual

marketing currently done by sports or entertainment groups within our school and/or community to find marketing opportunities and create realistic and helpful marketing proposals for them. All Sports Marketing students are members of DECA and eligible for leadership opportunities, scholarships, travel and fun beyond the classroom with little to no homework beyond the classroom.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## **Computer Science**

Exploring Computer Science

9, 10, 11, 12—Semester

1 period, ½ credit

Exploring Computer Science will develop the computer science skills of algorithm development, problem solving, and programming. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues of software engineering. This course is designed for students interested in computing careers and is a broad introduction to computer science. There are five content areas in the Exploring Computer Science curriculum: Human Interface Interaction; Problem Solving; Web Design; Introduction to Programming; and Robotics. Students will learn what programmers and computer scientists do and how technologists think.

Introduction to Programming

9, 10, 11, 12—Semester

1 period, ½ credit

Prerequisite: Algebra 1 A/B

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.

Computer Applications 1/2

9, 10, 11, 12—Year

1 period, ½ credit + ½ credit

Through touch typing, students will gain an introduction to software applications, web design, Web 2.0, internet research, and basic hardware components, and will increase their knowledge of computers as tools in business. Through projects in word processing, spreadsheet applications, database design, graphics, presentation programs, and desktop publishing, student will learn or build on prior knowledge of what programmers and computer scientists do and how technologists think.

Tech Foundations MESA

9, 10, 11, 12—Semester

1 period, ½ credit

**The Technology Foundations course is aligned with the MESA program (MESA stands for Mathematics, Engineering and Science Achievement. The MESA program is designed to increase the numbers of under-represented minorities in these professions.) Participating students receive educational enrichment experiences and practical help to prepare for university-level programs in a variety of fields. There will be opportunities to make connections among various technologies, math and science; enabling students to demonstrate their understanding of standards and competencies used in the International Technology Education Association Standards.**

AP Computer Science Principles 1/2

9, 10, 11, 12—Year (9<sup>th</sup> graders can sign up for 1 semester)

1 period, ½ credit per semester

AP Computer Science Principles introduces you to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society.

The AP CSP course is organized around seven big ideas, which are essential to studying computer science.

Big Idea 1: Creativity

Computing is a creative activity. In this course, you will use the tools and techniques of computer science to create interesting and relevant digital artifacts (e.g., a video, animation, infographic, audio recording or program) with characteristics that are enhanced by computation.

Big Idea 2: Abstraction

Abstraction is a central problem-solving technique in computer science. In this course, you'll use abstraction to model the world and communicate with people and machines.

Big Idea 3: Data and Information

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

Data and information facilitate the creation of knowledge. Managing and interpreting an overwhelming amount of raw data is part of the foundation of our information society and technology. In this course, you will work with data to better understand the many ways in which data is transformed into information and knowledge.

**Big Idea 4: Algorithms**

Algorithms are used to develop and express solutions to computational problems. They are fundamental to even the most basic everyday task. In this course, you will work with algorithms in many ways: You will develop and express original algorithms, implement algorithms in a language, and analyze algorithms analytically and empirically.

**Big Idea 5: Programming**

Programming enables problem solving, human expression, and creation of knowledge. It results in the creation of software, and it facilitates the creation of computational artifacts, including music, images, and visualizations. In this course, you'll learn the fundamental concepts of programming that can be applied across a variety of projects and languages. You will create programs, translating human intention into computational artifacts.

**Big Idea 6: The Internet**

The Internet and systems built on it have a profound impact on society. It pervades modern computing. In this course, you will: gain insight into how the Internet operates; study characteristics of the Internet and systems built on it; and analyze important concerns, such as cybersecurity.

**Big Idea 7: Global Impact**

Computation has changed the way people think, work, live, and play. In this course, you'll become familiar with many ways in which computing enables innovation. You will analyze the potential benefits and harmful effects of computing in a number of contexts.

**Java 1**

9, 10, 11, 12—Semester

1 period, ½ credit

**Java is one of the most widely used programming languages in use today. Java programs are found on Web sites, in cell phones, handheld computers, and many other applications. This course emphasizes developing problem-solving skills and using Java to implement solutions. The curriculum includes instruction in: software design, low- and high-level languages and program writing; program customization and linking; prototype testing; troubleshooting; and related aspects. The students will design, debug, and run Java programs using these concepts.**

**AP Computer Science A1/A2**

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.

**Projects in Computer Science 1/2**

11, 12 -- Semester/Year

1 period, ½ credit per semester

Prerequisite: AP Computer Science

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.

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

 **Technology – Project Lead the Way**

**Note: all students wanting to take any PLTW course(s) will register for: Introduction to Engineering Design, and the teacher will divide the students into separate course groups after the start of the term.**

**Introduction to Engineering Design—PLTW**

9, 10, 11, 12—Year Lab fee: \$25.00 Financial assistance is available to cover all class fees.

1 period, ½ credit each semester

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.

**Aerospace Engineering—PLTW**

9, 10, 11, 12— Year Lab fee: \$25.00 Financial assistance is available to cover all class fees.

1 period, ½ credit each semester

Recommended: 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).**

**Civil Engineering and Architecture—PLTW**

9, 10, 11, 12— Year Lab fee: \$25.00 Financial assistance is available to cover all class fees.

1 period, ½ credit each semester

Recommended: Intro to Engineering Design

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

**Computer Integrated Manufacturing—PLTW**

10, 11, 12—Year Lab fee: \$25.00 Financial assistance is available to cover all class fees.

1 period, ½ credit each semester

Recommended: 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 Lab fee: \$25.00 Financial assistance is available to cover all class fees.

1 period, ½ credit each semester

Recommended: 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.

**Engineering Design & Development—PLTW**

12— Year Lab fee: \$25.00 Financial assistance is available to cover all class fees.

1 period, ½ credit each semester

Recommended: 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

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

**Project Management—PLTW**

9, 10, 11, 12—Year

Lab fee: \$25.00 Financial assistance is available to cover all class fees.

1 period, ½ credit each semester

Recommended: 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.

**Robotics-PLTW**

10, 11, 12—Year

Lab fee: \$25.00 Financial assistance is available to cover all class fees.

1 period, ½ credit each semester

**Recommended: Intro to Engineering Design and teacher permission**

**The Robotics course is for self-directed students who will be competing in the VEX Robotics Competition. The course covers introduction, basic systems, and manufacturing applications of common industrial robotic solutions. The robot will compete in the VEX Robotics Competition.**

## General

Administrative Services

10, 11, 12—Semester

1 period, ½ credit

Permission required (get form from counselor at start of term)

Work as an aide in the Main Office, Counseling Center, Attendance Office, Library, or Teen Health Center (THC) under the supervision of certificated or classified staff.

- Request forms available in Sept. for 1<sup>st</sup> semester (or January for 2<sup>nd</sup> semester) from your counselor.
- Students cannot select Administrative Services positions during registration.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## Family and Consumer Science

Apparel and Textiles 1  
9, 10, 11, 12—Semester  
1 period, ½ credit

This class teaches fashion trends, careers in fashion, apparel, and textile fields, as well as individualized sewing instruction in a lively, “hands on” atmosphere where the student finds success at his/her own pace. The topics include a “Recycle and Redesign” unit where the students are encouraged to bring in used fabric or garments to create projects. While Roosevelt has some fabrics and thread, students will supply their own sewing supplies and some new fabric as well. Multiple sewing projects will be produced, as well as research papers and Power Point presentations on designers, textiles, and fashion through the ages and from different cultures. Global and cultural fashions and fabrics, leadership and community projects are also a part of this very popular course.

Apparel and Textiles 2  
9, 10, 11, 12—Semester  
1 period, ½ credit

This class goes beyond the basics where students can grow their design and leadership skills. We’ll explore color theory and principles of design, along with advancing sewing skills. Course work will include sewn projects as well as written assignments and presentations. Sewn projects will cover a range of categories, from Theatre costuming, fashion for tomorrow, quilting, and home textiles. Students will also research and report on various facets of the garment industry as well as apparel history and cultural influences on textiles and apparel. As this class is a level 2, students will be expected to act as leaders and partner with the students in the level 1 class. A common thread will be how these skills apply today and in the future.

Baking and Pastry  
9, 10, 11, 12—Semester  
1 period, ½ credit

Want to impress your friends and palate with creative and fun desserts? Do you love the smell of fresh bread baking? This is a semester introduction to culinary arts that focuses on basic baking and pastry skills. Learn to create and plate gourmet desserts, pastries, breads, and quick breads. Experiment with chocolate and other desserts while building basic math skills like measuring using scales and the metric system. Learn basic safety and sanitation skills while in the kitchen as well as develop food service and marketing skills. You will also be able to explore food photography and journalism through this class as well as participate in community and school catering events. You must take this course or Nutrition and Wellness to enroll in the subsequent culinary classes.

Culinary Arts 1 A/B  
10, 11, 12—Year  
1 period, ½ credit per semester

Prerequisites: Nutrition Wellness or Baking and Pastry

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.**

Independent Living  
11, 12—Semester  
1 period, ½ credit

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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. 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, and basic cooking, nutrition, and sewing skills.

Nutrition 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.

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. Students assess current psychology dilemmas and opinions.

Psychology 101 AP Psychology 1/2  
11, 12—Year  
10<sup>th</sup> graders may take this course with teacher permission  
1 period, ½ credit per semester

Psychology 101 (College in the High School) /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 or for those who register with UW. (See below)

This class is taught in conjunction with Psychology 101 (CIHS). The University of Washington offers five credits for completion of the year-long course. The grade from this class will be transferred to UW transcript if the student decides to enroll. A fee is necessary for UW credits.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## 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: Intro Lit Comp 9A/9B.

Classes that fulfill 10<sup>th</sup> grade requirements: World Lit Issue & Comp 10A/10B as well as Wrld Lit Comp 10A/10B.

11<sup>th</sup> and 12<sup>th</sup> grade: All students are required to take AP Eng Lang Comp 1/2 or a College in the High School sequence during either the junior or senior year.

Seattle Public Schools (and 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 Courses*

**Electives:** Newspaper and Yearbook

#### *Ninth grade classes*

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

9—Year

2 periods blocked ½ credit each period per semester

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 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 (**blocked 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 Eng Lang and Comp 1/2 (**Advanced Placement**)

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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  
C Lit 240 Margins Centers  
11, 12—Year  
1 period, 1 credit

This course is collaboratively taught and overseen by the University of Washington and can earn 5 UW credits, if the student is enrolled with UW. Expect good readings, thoughtful writings, and probing discussion. The content of our readings and discussions will focus on power, privilege and marginalization. The course relies on novels that help us imagine the lives of

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.

C Lit 240 Film as Lit  
11, 12—Year  
1 period, 1 credit

This CIHS course provides intensive study of visual representative works with an emphasis on visual rhetoric and image construction along with 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 image and film, their association with arts and the dialogue it generates. Student may earn five University of Washington credits for Comparative Literature 240.

#### Our Cultural Heritage (aka Hands for a Bridge - traveling)

11, 12—Yearlong:  
1 period, 1 credit

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

LA Options—grades eleven & twelve

African American Lit  
**11, 12—2<sup>nd</sup> 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.

Asian Literature  
**11, 12—1<sup>st</sup> Semester**  
1 period, ½ credit

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

This course introduces students to Asian American literature, considering its historical origins and evolution. Throughout the course we explore questions of identity, immigration and citizenship, generational conflict, war and migration, and mixed cross-racial politics. Works are selected based on themes and images commonly used to define Asian American experiences. The course examines the emergence of Asian American literature as a response to anti-Asian legislation, cultural images, and American racial formation. It aims to encourage thinking critically about identity, power, inequalities, and experiences of marginality.

**Short Wrtgs Readgs (Creative Writing)**

11, 12—1<sup>st</sup> 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.

**Latin American Lit**

11, 12—1<sup>st</sup> Semester

1 period, ½ credit

Latin American Literature is a semester-long course focusing on modern (20th and 21st century) authors and texts from Central and South America. In this course, students read, discuss, and write about fiction, creative non-fiction, poetry, drama, film and other texts from Latin America to expose students to a literary anthology of the authors and texts from different countries, languages, and socio-economic levels, including indigenous authors. The class will focus on major themes, forms, and techniques, like the prominent use of magical realism, in a comparative manner. All readings are in English.

**Lit Philosophy**

11, 12—1<sup>st</sup> 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.

**Native American Lit**

11, 12—1<sup>st</sup> 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 dominate 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.

**Sci Fic Mod Amr Lit (Science Fiction)**

11, 12—2<sup>nd</sup> 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.

**Short Story**

11, 12—1<sup>st</sup> 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.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

Speech Beginning

11, 12—1<sup>st</sup> 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.

Theatre History and Literature (**formerly Theatre 4/5**)

11, 12—2<sup>nd</sup> Semester

1 period, ½ credit

\$10 Lab Fee Financial assistance is available for class fees.

Prerequisite: Theatre Beginning

**This Theatre and Language Arts Option class for upper grades introduces students to analyzing characters, relationships, subtext, historical context, and story structure in plays and musicals that represent global theatre genres and styles. Throughout the course, students engage in readers theatre work and writing activities. No previous theatre experience necessary. All students are welcome.**

Women’s Studies (**Women’s Literature**)

11, 12—2<sup>nd</sup> 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.

## *Language Arts electives*

Journalic Writ Newsp (Newspaper)

11, 12—Year

1 period, ½ credit per semester

Registration requirement: 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. This course is for students registering for the year-long course.

*Students can now register for a single semester of this course under the name of **Journalism Writing** (the RHS Newspaper) which will be found under Electives during course registration.*

Journalic Writ Yrbk (Annual)

11, 12—Semester

1 period, ½ credit each semester

Registration requirement: 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.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## Mathematics

- HS Graduation Requirements: Course with \* are required
- 3 years of Math are required for Graduation
- Discuss options with your Math instructor and/or school counselor

### 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.

### 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

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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.

#### Geometry Honors A/B

9, 10—Year

1 period, ½ credit per semester

Prerequisite: successful completion of Algebra 1 A/B

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.

#### Modeling Our World with Mathematics A/B

11, 12— Year

1 period, ½ credit per semester

Prerequisite: Algebra 1 A/B & Geometry A/B

This course is a year-long course that will address standards from Algebra 1 and Geometry through a modeling lens. The course will present material to deepen students' understanding of how mathematics can be used to represent and analyze the world around us.

#### Financial Algebra 1/2

10, 11, 12— Year

1 period, ½ credit per semester

Prerequisite: Algebra 1 A/B & Geometry A/B and Algebra 2 A/B

Financial Algebra 1/2 is a year-long course applying algebraic and mathematical modeling to practical business and personal finance. These applications incorporate Algebra 1, Geometry, and Algebra 2 topics.

#### Algebra 2A

9, 10, 11— 1<sup>st</sup> Semester

1 period, ½ credit

Prerequisite: Algebra 1 A/B & Geometry A/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

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 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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

9, 10, 11— 2<sup>nd</sup> Semester

1 period, ½ credit

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 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

9, 10, 11— Year

1 period, ½ credit per semester

Prerequisite: Algebra 1 A/B & Geometry A/B      Recommended: B- or higher in Geometry 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.

ATTENTION: SENIORS

#### Prerequisite Waiver

If a 12<sup>th</sup> grader needs more than 1.0 credit in mathematics to meet graduation requirements, the Principal may, at his/her discretion, waive the prerequisite requirement for a course, allowing the student to take a course and its prerequisite

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**concurrently. The student is responsible for fulfilling the requirements for both courses and should not expect the scope and sequence for either course to be modified.**

**For example, a senior is enrolled in Geometry, which is a prerequisite for Algebra 2, but also needs Algebra 2 to fulfill graduation requirements. The Principal may waive the requirement that Geometry be completed prior to enrolling in Algebra 2. The senior would enroll in Geometry and Algebra 2 concurrently. The student would be responsible for fulfilling the requirements for BOTH courses.**

Bridge to College Math A/B

12—Year

1 period, ½ credit per semester

Prerequisite: Students must have taken Algebra 2 and the SBAC test but failed to pass one or the other.

Bridge to College Math is a fourth-year mathematics course approved by the Washington State Office of the Superintendent of Public Instruction (OSPI) for both credit retrieval, and as an alternative to passing the SBAC test. Students must have

completed, but not passed Algebra 2 as Juniors. The course is open only to Seniors who either are short one credit in mathematics but cannot advance to Precalculus because they did not pass Algebra 2. Bridge to College Math is also an accepted alternative to not having passed the SBAC in mathematics. Students enrolling in BTCM as an alternative to the SBAC must have attempted the SBAC. Bridge to College Math is graded on a P/N basis only.

Pre-Calculus A/B

9, 10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: Algebra 2 A/B Recommended: Algebra 2 with a grade of 'C' or higher

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.

Pre-Calculus Honors A/B

9, 10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: Algebra 2 A/B Honors Recommended: Algebra 2 A/B Honors with a grade of 'C+' or higher

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

9, 10, 11, 12—Year

1 period, ½ credit per semester

Prerequisites: Precalculus A/B

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.

Prob and Stats A/B (Probability and Statistics)

12—Year

1 period, ½ credit per semester

Prerequisite: Algebra 2 A/B Course is recommended for 12th graders for whom Precalculus is not recommended.

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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.

This course is intended for seniors, with exceptions determined by the instructor.

**AP Calculus AB – A/B**

9, 10, 11, 12—Year

Fee for required study guide: Approximately \$25 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

Prerequisites: Students who have completed Precalculus A/B, or Precalculus A/B Honors or teacher recommendation.

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 may register to take the AP Calculus exam.

**Calculus Topics Adv A/B**

10, 11, 12— Year

Fee for required study guide: Approximately \$25 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

Prerequisites: AP Calculus AB A/B

Students enrolled in the course will study Calculus topics that extend past those covered in AP Calculus AB, including Advanced Integration Techniques, Vector Calculus, Calculus with Parametrics and an introduction to linear Algebra.

This course will focus on the following four major topics:

Advanced Integration Techniques - Integration by parts, Trigonometric Substitution, Partial Fractions, multiple integration methods, power series, Maclaurin series, Taylor series, Taylor Polynomials.

Vectors (2D and 3D coordinate systems, dot product and projections, Vector Functions, Derivatives and Integrals of Vectors), Parametrics (2D Parametric Equations, Derivatives, and Integrals, Length of a Curve, 3D Parametric Equations

Derivatives and Integrals – Polar Plane Coordinates, Derivatives and Integrals

Intro to Linear Algebra – Including but not limited to: Linear equations systems and matrices, vectors, linear transformations, matrix algebra and inverses

Learning Objectives – To reinforce and extend the foundations developed in AP Calculus AB so that students are prepared to enter a higher level of the college calculus sequence. Students will also be prepared to take the AP Calculus BC examination offered in the Spring.

**AP Statistics A/B**

10, 11, 12—Year

1 period, ½ credit each semester

Prerequisite: Algebra 2 A/B

Recommended: Students with less than a C- in Algebra 2B (who will be seniors next year) are encouraged to take the non-AP course: Probability and Statistics.

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*

#### Personal Fitness

9, 10, 11, 12—Semester

1 period, ½ credit

Want to get active but not exactly sure what to do or how to start? Well, taking Personal Fitness will give you plenty of options to be fit for life! This course introduces you to the basic principles of fitness through a variety of activities like strength training, aerobic training, team/individual sports, classic PE games and activities, and even some yoga! This class also meets the requirements for the PE CBA meaning you'll have one less box to check at the end of your senior year because you'll take the test in class!

#### Lifetime Activ 1/2

9, 10, 11, 12—Semester

1 period, ½ credit

Want some time in your day to re-center and connect with your inner self? Then this is the class for you! This course centers on the practice of a range of physical activities such as power walking, outdoor adventures (such as hiking and rowing) self-defense, golf and disc golf, bowling, various wheeled activities, and yoga; all intended to help you destress, improve physical fitness, and learn about activities that you can use through your lifetime. This course can be taken more than once. Students interested in Dance but need a PE credit should sign up for Dance. The course will be changed at the start of the semester.

#### Team Sports 1/2 -

9, 10, 11, 12—Semester

1 period, ½ credit

Do you want to play sports without giving up your free time after school or on weekends? Are you tired of falling behind in school because you play a team sport? Or, maybe you just want less stress and more fun during your school day! This one semester course has all the classic team sports like soccer, ultimate frisbee, football, hockey, basketball, softball, lacrosse, badminton, volleyball, and table tennis, along with some of your PE favorites from the "good 'ole days" like capture the flag! Don't know how to play? Don't worry, each sport unit consists of skill instruction and practice, individual and partner play along with tournament game participation. It's not quite like recess but it's as close as you'll get for the rest of your life! This class can be taken more than once.

#### Individual Activ 1/2

9, 10, 11, 12—Semester

1 period, ½ credit

**Trying to find a way to stay active and fit but not interested in big group activities? Individual Activity is a great way to meet those goals. This course includes racquet sports, personal fitness, golf, fencing, archery, multi-cultural activities, and recreational games. This is a great opportunity to build physical fitness skills that will stay with you long after high school and have fun will doing it!**

#### Weight Train / Cond 1 (Regular)

9, 10, 11, 12—Semester

1 period, ½ credit

Looking for a way to work out without giving up your free time? Want to destress in the middle of your hectic day? Well, Weight Training and Conditioning gives you just that and more! You've likely heard of the many benefits of regular exercise, but did you know it can also stimulate your brain and its ability to process and store information (Jensen 2005)? And you thought it was all about building muscle? Think about it – strengthen your body and your ability to learn! This semester course typically consists of 3 days of strength training 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 warm-up

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 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

and lifting techniques will be taught. This class also meets the requirements for the PE CBA meaning you'll have one less box to check at the end of your senior year because you'll take the test in class! This class can be taken more than once.

**Weight Train / Cond 2 (Sorts Conditioning)**

9, 10, 11, 12—Semester

1 period, ½ credit

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.

**Adaptive PE**

10, 11, 12—Semester

1 period, ½ credit

Are you considering a career in teaching or health care services? Or, maybe you just have a passion for helping others? Regardless, your patience, kindness, and caring self is the perfect fit for Adaptive PE! In this class you will work hand in hand with students with special needs and help them develop their skills in sport and fitness. No prior experience is necessary, just an open mind, open heart, and a selfless attitude. As such, this class serves as a nice addition to your resume and college application.

**Health (9<sup>th</sup> & 10<sup>th</sup> grades)**

9, 10—Semester

1 period, ½ credit

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. This course meets the SPS graduation requirement.

**Family Health (11<sup>th</sup> & 12<sup>th</sup> grades)**

11, 12—Semester

1 period, ½ credit

Family Health is a comprehensive vocational course for upperclassmen 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. This course meets the SPS graduation requirement.

## 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. Financial assistance is available to cover all class fees.
- 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 preliminary recommendations are listed for many of the courses within these course descriptions; however, in general, the science courses follow a specific sequence. All ninth-grade students are required to take our 9<sup>th</sup> grade program that includes a semester of Physics and one of Chemistry. All tenth-grade students are required to take Biology.

### *9<sup>th</sup> Grade Science*

Physics A/Chemistry A

9—Year

1 period, ½ credit per semester

Wave Properties and Technology & Origin of the Elements and Material Science

In the first semester, students will study Newton’s Law of Gravitation, /Coulomb’s Law, the relationship between electric currents and magnetic fields, speed of waves, electromagnetic radiation and its effects on matter, technological devices, Big Bang theory, digital transmission and storage of information. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

In the second semester, students will study fission, fusion, and radioactive decay, properties of elements, simple chemical reactions, structure of substances and forces between particles, deigning materials, life span of the sun, and the way stars produce elements. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

### *10<sup>th</sup> Grade Science*

Biology A/B

10, 11, 12—Year

1 period, ½ credit per semester

Sequence: Students will have completed 9<sup>th</sup> grade Science

Recommended: Completion of Algebra 1 A/B

Tracing Matter and Energy & Tracing Information through Generations

In these courses, students will study the formation of carbon-based molecules, organization of multicellular organisms, homeostasis, mitosis, cellular respiration, aerobic and anaerobic conditions, ecosystems, photosynthesis, impacts of human activity, and energy and mineral resources. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

In the second semester, students will also study mitosis, transcription and translation, homeostasis, inheritance, genetic variation, population genetics, group behavior and survival, evolution, natural selection, adaption, Earth’s formation, Earth’s

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

systems and life on Earth, carrying capacity, biodiversity, and impacts of human activity. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

## 11<sup>th</sup> and 12<sup>th</sup> Grade Science

### AP Environmental Sci 1/2

10, 11, 12-Year

Recommended: Biology A/B and Chemistry A (9<sup>th</sup> grade or earlier) or concurrent enrollment in Chemistry A/B

1 period, ½ credit per semester

The goal of the Advanced Placement Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Please see the College Board website for additional information.

### AP Physics 1 A/B

11, 12—Year

1 period, ½ credit per semester

Recommended: Completion of Geometry and concurrent enrollment in Algebra 2

AP Physics 1 is a year-long Algebra-based, introductory college-level Physics course. Students cultivate their understanding of Physics through classroom study, in-class activities, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

This course is intended to prepare students for the AP Physics 1 exam.

### AP Physics C 1/2

11, 12—Year

1 period, ½ credit per semester

Prerequisite: completion of or concurrent enrollment in Calculus A/B  
A/B (very helpful but not always required – see teacher for more information)

Recommended: Physics

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.**

### Astronomy 1/2

11, 12 – year

period, .5 credit per semester

Sequence: Students will have completed 9<sup>th</sup> grade Science and Biology

**Astronomy is a lab science course covering constellations, our solar system, the history of astronomy, galaxies, and the universe. It will cover the astronomers and tools they used to learn about the night sky and objects throughout the cosmos. Astronomy will include basics in both physics and chemistry to better understand the universal motion, composition, and how it is changing. We will do hands on labs, create constellations, launch rockets, and study the sky when weather permits. Some math skills will be needed including algebra, geometry, and the ability to understand scientific notation. You will gain an understanding of our place in the universe and an appreciation for the cosmos!**

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### Bio Tech Genetics 1/2

11, 12—Year

1 period, ½ credit per semester

Sequence: Students will have completed 9<sup>th</sup> grade Science and Biology

Recommended: 'C' or better in Biology

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

This is an advanced biology course whose aim 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 in this field.

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 occur 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.

#### Chemistry B/C

10, 11, 12—Year

1 period, ½ credit per semester

Sequence: Students will have completed Physics A/Chemistry A, Biology A/B

Recommended: ‘C’ or better in both Biology and Geometry and concurrent enrollment in Algebra 2

**In the first semester, students will study energy flow in a chemical reaction, factors affecting reaction rate, conditions affecting production of a reaction, mass conservation, second law of thermodynamics, changes to Earth’s systems, effect of energy flow on climate, properties of water, carbon cycling, climate change, and impacts of human activity. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.**

#### NW Geology / Ecology 1

11, 12 - Year

1 period, ½ credit per semester

Sequence: Students will have completed 9<sup>th</sup> grade Science and Biology

NW Geology 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.

Ecology 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 aspect of resource use, and choice. Topics of study include natural ecosystems, energy, air/water quality, food/population, solid waste, and biodiversity.

#### Physics B/Chemistry B

10, 11, 12—Year

1 period, ½ credit per semester

Sequence: Students will have completed 9<sup>th</sup> grade Science and Biology

Recommended:

‘C’ or better in both Biology and Geometry and concurrent enrollment in Algebra 2

**Mechanics in the Earth Solar System & Reactions, Energy and Environmental Chemistry**

**In the first semester, students will study energy changes and flow, energy associated with motion and relative position, conversion between forms of energy, formation of continental and ocean floor features, cycling of matter, Newton’s Second Law of motion, conservation of momentum, collisions, and motion of orbiting objects. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.**

**In the second semester, students will study energy flow in a chemical reaction, factors affecting reaction rate, conditions affecting production of a reaction, mass conservation, second law of thermodynamics, changes to Earth’s systems, effect of energy flow on climate, properties of water, carbon cycling, climate change, and impacts of human activity. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.**

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

 **Social Studies**

### *Ninth grade classes*

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

9—year

2 periods, ½ credit per 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-blocked)**

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 Geo Intg A/B (blocked with World Lit 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 A/B**

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

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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, 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 A/B

11—year

1 period, ½ credit each semester

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.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## *Twelfth grade classes*

Am Govt Econ  
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 Amer Government  
12—year  
1 period, ½ credit each semester

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 start 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 Comparative Gov (includes AP Amer Government)  
12—year  
1 period, ½ credit each semester

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

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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.

#### Social Studies Electives

##### Ethnic Studies

9, 10, 11, 12—Semester

1 period, ½ credit per semester

The Ethnic Studies course provides students with an opportunity to analyze the ways in which race and racism have been, and continue to be, powerful social, cultural, and political forces and their connections to other axes of stratification, including gender, class, sexuality, and legal status.

##### Economics

9, 10, 11, 12—Semester

1 period, ½ credit per semester

Economics is an important part of the social sciences. A knowledge of the basic economic concepts and analytical approach is essential for understanding and participating in our society. It is also important to understand that economics cannot answer all economic questions and that they do not always agree on how to solve specific economic problems. Today's youth will be exposed over their lifetimes to a wide variety of economic questions. The conclusions they reach on those issues will be reflect by how they vote and by decisions they make as members of the community. The purpose of this course is to help develop the ability to understand and make reasoned judgments about major economic questions. In addition to learning about such things as the role of prices in the market economy, the role of government in the economy, and the unemployment-inflation dilemma, students need to learn how to earn income, invest savings and budget personal expenditures. Economic literacy is enhanced when students are helped to become intelligent readers of newspapers and magazines, careful watchers and listeners of television and radio, and critical observers of political candidates and issues. Economic literacy requires the ability to identify the economic aspects of particular issues, and understanding of economic systems, knowledge of basic economic concepts, and an intelligent approach to economic issues.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## World Languages

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

Performance Level: Novice Low–Mid

Material Fee—\$10 Financial assistance is available to cover all class fees.

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 one's 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

Material Fee—\$15 Financial assistance is available to cover all class fees.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

1 period ½ credit

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 103 French A/B (CIHS)

9, 10, 11, 12—Year

Material Fee—\$20 Financial assistance is available to cover all class fees.

1 period, ½ credit

Prerequisite: French 2 A/B

Recommended: French 2 A/B with a final grade of "B" or above

Performance Level: Novice High –Intermediate Low

This course is aligned with the University of Washington's French 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 2018, tuition for CIHS French is approximately \$370.) Students who do not choose to register with the UW will still earn high school credit for the course.

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. Close attention will be paid to increasing precision in expressing and understanding language via the use of homonyms, synonyms, and 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, and 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 the French-speaking world

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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.

**French 4 A/B**

10, 11, 12—Year

Materials fee \$20

1 period, ½ credit per semester

Financial assistance is available to cover all class fees.

Prerequisite: French 3 A/B

Recommended: French 3 A/B with a final grade of "B" or above

Performance Level: Int. Low – Int. Mid

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

**AP French 5 A/B (Language and Culture)**

10, 11, 12—Year

Workbook fee \$50 & Materials fee \$5 = total fees \$55

1 period, ½ credit per semester

Financial assistance is available to cover all class fees.

Prerequisite: French 4 A/B

Recommended: French 3 A/B with a final grade of "B" or above

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

Workbook Fee—\$40 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

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

Workbook Fee—\$35 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

Prerequisite: Japanese 1 A/B

Performance Level: Novice Mid

Japanese 2 is a year-long course that builds upon skills developed in Japanese I. Students learn language skills necessary to survive in Japan, express opinions and needs, have conversations in Japanese, and learn how to live like a local in any Japanese community.

The course prepares students to comprehend and sustain a conversation about travel and living abroad, health, leisure activities, holidays, and different ways of life. Students will read written materials on topics of personal interest and derive meaning from selected authentic text. They will write about familiar topics and a variety of lifestyles in Japan. Close attention will be paid to developing communicative skills. At the conclusion of this course students will be able to initiate and sustain conversation on familiar topics with pronunciation that does not interfere with communication; ask and answer a variety of questions with justification; express opinions, feelings and needs, providing solutions to problems; comprehend main ideas of selected authentic audio recordings, broadcasts and video; 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.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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

Workbook Fee—\$35 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

Prerequisite: Japanese 2 A/B

Recommended: Japanese 2 A/B with minimum grade of C-

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.

**Japanese 4 A/B**

10, 11, 12—Year

Workbook Fee—\$35 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

Prerequisite: Japanese 2 A/B

Recommended: Japanese 3 A/B with minimum grade of C-

Performance Level: Int Low – Int Med

**Japanese 4 is a yearlong course that helps students develop and express Japanese language, watch and understand Japanese media. The course prepares students to carry on complex and extended conversations in Japanese, read and write narrative,**

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

**persuasive, and analytic essays in Japanese, and to engage with the Japanese culture. Close attention will be paid to refining all communicative skills: listening, speaking, reading, and writing.**

AP Japanese 5A/B

10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$45 & fee for AP test. Financial assistance is available to cover all class fees.

Prerequisite: Japanese 4 A/B

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

Sequence: Completion of AP Japanese 5 A/B

Performance Level: Inter High

This Japanese course is intended for students who successfully completed 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, the language spoken by the ancient Romans, has enjoyed a very long run as a World Language. Its broad influence across continents and over time, particularly upon government, law, language, literature, and art makes the study of this Classical language a rich and rewarding experience. Roosevelt offers four years of Latin. In Latin 1 and Latin 2 students learn the language through reading stories. These stories from “The Cambridge Latin Course Units I – III” narrate the adventures of a family living in Pompeii in the first century CE and follow various characters to Roman Britain, Athens, Syria, Alexandria, Judea and Rome. Students who complete Latin II will have learned the basics of Latin grammar and morphology by the end of the last unit as they read an ancient text with a commentary. Latin II or its equivalent is the prerequisite for Latin 305 and 307: UW College in the High School. Students in their fourth or fifth year of Latin may take

AP Latin, a literature course with focuses on the interpretation and analysis of Vergil’s “Aeneid” and Caesar’s “De Bello Gallico.”

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

Latin 1 A/B

9, 10, 11, 12—Year

1 period, ½ credit per semester

National Exam Fee—\$6; Omnibus workbook—\$10 Financial assistance is available to cover all class fees.

Latin 1 is a one-year high school course that introduces students to the Latin language and ancient Roman and Mediterranean cultures. The course prepares students to read basic narratives in Latin.

Latin 2 A/B

9, 10, 11, 12—Year

1 period, ½ credit per semester

National Exam Fee—\$6; workbook—\$18

Prerequisite: Latin 1 A/B

Latin 2 is a one-year high school course that builds upon the language foundations of Latin 1 and continues to explore Roman culture and influence in the multicultural ancient world. The course prepares students to read authentic Latin prose and poetry. Students will compose Latin sentences using increasingly complex grammatical structures. Students will speak, read and write Latin daily with an emphasis on reading comprehension. We complete “Cambridge Latin Course Unit III” by May and read an ancient text with a commentary for the final unit.

Latin 305 Latin 4 A/B (CIHS)

11, 12—Year

1 period, ½ credit per semester

This course will be offered every other year, alternating with Latin 307

This course will be offered during the school year 2020-2021

**Prerequisite: Latin 2 A/B** National Latin Exam Fee—\$6 Financial assistance is available to cover all class fees.

**Latin 305 A/B is a one-year course aligned with Latin 305 at the University of Washington. This dual enrollment course enables students who register with the University of Washington (for a fee of \$370) to earn five college credits on a UW transcript. Students will read selections from works of the lyric poets Horace and Catullus and from Caesar’s “De Bello Gallico.” Class discussion and assignments will explore and apply the critical methods one might use to interpret these works in their linguistic, sociocultural, political, and literary context. Weekly exercises in translation, metrics, and composition will extend and consolidate students’ knowledge of Latin vocabulary, grammar, syntax, rhetorical figures and Latin literature. Formative and Summative assessments will focus on reading comprehension and the mastery of Latin grammar and syntax, translation, and literary analysis. Over the course of the year, students will have practice writing literary-analysis essays that clarify their interpretation of passages of poetry or prose.**

Latin 307 Latin 5 A/B (CIHS)

11, 12—Year

1 period, ½ credit per semester

This course will be offered every other year, alternating with Latin 305

This course will NOT be offered during the school year 2020-2021

Prerequisite: Latin 2 A/B

National Latin Exam Fee—\$6 Financial assistance is available to cover all class fees.

**Latin 307 A/B is a one-year course aligned with Latin 305 at the University of Washington. This dual enrollment course enables students who register with the University of Washington (for a fee of \$370) to earn five college credits on a UW transcript. Students in this course will read selections from books I, II, IV, VI, VIII, X, and XII of Vergil’s “Aeneid” (a total of approximately 1200 lines). Class discussion and assignments will explore and apply the critical methods one might use to interpret Vergil’s epic in its linguistic, sociocultural, political, and literary context. To aid in the interpretation and appreciation of the “Aeneid,” students will also read selections from several ancient epics in translation, including but not limited to,**

**Homer’s “Iliad” and “Odyssey.” Weekly exercises in translation, metrics and composition will extend and consolidate students’ knowledge of Latin vocabulary, grammar, syntax, rhetorical figures and Latin poetry. Formative and Summative assessments will focus on reading comprehension and the mastery of Latin grammar and syntax, translation, and literary analysis. Latin 305 is an intermediate college-level reading class, equivalent to an AP Latin course.**

**Credit key -**  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## 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

Workbook Fee—\$20 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

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

Workbook Fee—\$20 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

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-

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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

Workbook Fee—\$25 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

Prerequisite: Spanish 2 A/B

Recommended: Spanish 2 A/B with a 'B' grade or above.

Performance Level: Intermediate-mid to 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 Intermediate mid – high (or even Advanced-low) level in the Spanish language. They will be prepared to build on the more complex nuances of the Spanish language in Spanish 4.

**Spanish 4 A/B**

9, 10, 11, 12—Year

Workbook Fee—\$25 Financial assistance is available to cover all class fees.

1 period, ½ credit per semester

Prerequisite: Spanish 3 A/B

Recommended: Spanish 3 A/B with a 'B' grade or above.

Performance Level: Int-low to Int-mid

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

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

10, 11, 12—Year

Workbook Fee—\$55 and fee for AP test

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

1 period, ½ credit per semester

Financial assistance is available to cover all class fees.

Prerequisite: Spanish 4 A/B

Recommended: Spanish 4 A/B with a final grade of “B” or above

Performance Level: Int. Mid–Int. High.

AP Spanish Language and Culture is an advanced language course taught exclusively in Spanish that will help heritage, native and intermediate non-native Spanish-speaking students to improve their skills in reading, writing, listening and speaking Spanish

All students who complete the coursework for this class will be prepared to pass the AP Spanish Language and Culture exam.

### AP Spanish Lit A/B (**Literature and Culture**)

11,12—Year

Workbook Fee—\$77 and fee for AP test

1 period, ½ credit per semester

Financial assistance is available to cover all class fees.

Prerequisite: AP Spanish 5A/B

Recommended: AP Span 5 A/B with a final grade of “B” or above

Performance Level: Int. – High to Advanced

Advanced Placement Spanish Literature is a course equivalent to a third-year introduction to Spanish literature course at the university level. This course prepares students for more advanced literature courses at the university level in English and Spanish and for careers where understanding and speaking Spanish with fluency is an asset.

The basic program exposes students to a wide variety of genres and types of discourse and will enable students 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.

## *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.

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

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 CTE credit.

**Amer Sign Lang 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 one’s 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.sccasconsortium.org](http://www.sccasconsortium.org).

**Amer Sign Lang 2 A/B**

10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: ASL 1 A/B

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 one’s 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.sccasconsortium.org](http://www.sccasconsortium.org).

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

American Sign Lang 3 A/B

11, 12—Year

1 period, ½ credit per semester

Prerequisite: ASL 2 A/B

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 one’s 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 Lang 4 A/B

11,12—Year

1 period, ½ credit per semester

Prerequisite: ASL 3 A/B

Recommended: ASL 3 A/B with a minimum grade of B

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).

## General Electives

### Leadership (ASR/Student Government)

9, 10, 11, 12—Year

1 period, ½ credit per semester

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.

Administrative Assistant

**Please see the description for Career Choices in the Business Department descriptions.**

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

## Skills Center (Trade School) Information

Do you want to learn more hands-on practical job skills or get a trade certification for before you graduate High School and see more of the city?

### Apply to Skills Center at Seattle Schools!

Seattle School District students can enroll in one **HALF DAY** Skills Center courses for **up to 3 academic credits per year** while still attending RHS the other half of the day to do sports/activities/stay connected with friends.

See the full [webpage](#) for full course descriptions and the **EASY REQUIRED ONLINE APPLICATION**. Students get personalized **Taxi/shuttle** rides to remote locations so no worries about long commutes on the Metro or Light Rail. MAP of Center locations on reverse of form.

#### Administrative Medical Office Assistant

Year 1: PM session (12:45 - 3:15 p.m.)

Year 2: PM session (12:45 - 3:15 p.m.)

#### Aerospace Science and Technology: Advanced Manufacturing

Year 1: AM session (8:45 - 11:15 a.m.)

Year 2: PM session (12:45 - 3:15 p.m.)

#### Automotive Technology

Year 1: PM session (12:45 - 3:15 p.m.)

Year 2: PM session (12:45 - 3:15 p.m.)

#### Construction Trades

AM session @ Ingraham High School (8:45-11:15 a.m.)

PM session @ Rainier Beach High School (12:45 - 3:15 p.m.)

#### Culinary Arts

Year 1: PM session (12:45 - 3:15 p.m.)

Year 2: PM session (12:45 - 3:15 p.m.)

#### Firefighting and Emergency Medical Services

Year 1: PM session (12:45 - 3:15 p.m.)

Year 2: PM session (12:45 - 3:15 p.m.)

#### Health Sciences/Medical Assisting

Year 1: PM session (12:45 - 3:15 p.m.)

Year 2: PM session (12:45 - 3:15 p.m.)

#### Maritime Vessel Operations (Seattle Maritime Academy)

Year 1: PM session (12:45 - 3:15 p.m.)

#### Media Arts

Year 1: PM session (12:45 - 3:15 p.m.)

#### Nursing Assistant

Year 1: AM session (8:45 - 11:15 a.m.)

Year 1: PM session (12:45 - 3:15 p.m.)

#### Teaching Academy/Careers in Education

Year 1: PM session (12:45 - 3:15 p.m.)

#### Video Game Animation and Programming

Year 1: PM session (12:45 - 3:15 p.m.)

Year 2: PM session (12:45 - 3:15 p.m.)

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
 = World Language,  = CTE,  = Fine Arts (Perf),  = Fine Arts (Vis),  = PE

2019-20



# Seattle Skills Center

Pathways to college, career, and life

Last updated:  
3/25/2019

**Ingraham High School**

- \* **Construction Trades**

This program provides experience in the skilled trades through classroom learning and hands on construction projects such as storage sheds and "tiny-houses". Skilled trades include crafts such as carpenter, plumber, electrician, painter and more.

**John Marshall Building**

- \* **Video Game Animation and Programming**

Create animation and games! Learn sketching and storyboarding in 2D animation and concepts of 3D, learn skills necessary for a career in the animation and gaming industry. This course focuses on the software, hardware and mathematical tools used to make video games! Students learn to function as software developers with specialized knowledge of game programming and computer graphics.

**Lincoln High School**

- \* **Health Sciences/Medical Assisting**
- \* **Administrative Medical Office Assistant**

Students practice the language and skills of doctors and other health professionals, using core knowledge that leads to healthcare and medical assisting occupations.

Administrative Medical Office Assistant (AMOA) is an ever-expanding allied health profession critical to patient care and smooth operations in medical offices, clinics and hospitals. Upon completion of the allied health training, it may offer employment.

**Seattle Maritime Academy in Ballard**

- \* **Maritime Vessel Operations: Transportation and Logistics (NEW for 2019-20)**

This course blends modern and traditional seamanship and deckhand skills with training in engine maintenance and repair. Learn what it takes to work on fishing vessels, ferryboats, cargo ships and more!

**Seattle World School**

- \* **Media Arts**

Students will learn about the three phases of production and take on production jobs including editing, script writing, set design, lighting, camera work, audio production, directing, and graphic design. Students will build a diverse portfolio of works that can lead to post-secondary certification programs, two year technical degrees, and four-year university degrees in Digital Audio Production, Animation, Film / Video Production, or Multimedia Design.

**West Seattle High School**

- \* **Nursing Assistant**

Students first complete the 11 national health foundation standards, test basic knowledge and skills in their classroom and clinical site, then test for state licensure. National HOSA leadership, problem-based learning, and clinical experiences provide opportunities.

**Seattle Skills Center Building at Washington Middle School**

- \* **Automotive Technology**
- \* **Computer Networking, IT Specialist**
- \* **Firefighting and Emergency Medical Services**

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.

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.

This course prepares students for careers as firefighters and other emergency services careers. The cadet will be tested on their ability to work with peers in a variety of subject areas by completing training and preparations at the highest levels.

\* Students may attend ANY skills center courses, regardless of their attendance area school

\* FREE transportation provided

\* For more information regarding Seattle Skills Center please visit: [www.skillscenter.seattleschools.org](http://www.skillscenter.seattleschools.org)

\* Students must be 16 - 20 years old to participate

**Ingraham High School**

**John Marshall**

**Seattle Maritime Academy**

**Lincoln High School**

**Seattle World School**

**Skills Center Building**

**West Seattle High School**

**Franklin High School**

**Rainier Beach High School**

**Franklin High School**

- \* **Teaching Academy/Careers in Education**

Through hands-on learning, this course will provide opportunities to gain experience working in various educational settings and preparation for success in post-secondary teaching programs that may lead to a future career within this high demand career pathway.

**Rainier Beach High School**

- \* **Construction Trades**
- \* **Aerospace Science and Technology: Advanced Manufacturing**
- \* **Culinary Arts**

This program provides experience in the skilled trades through classroom learning and hands on construction projects such as storage sheds and "tiny-houses". Skilled trades include crafts such as carpenter, plumber, electrician, painter and more.

Launch your career and college acceptance by learning how to build, service, and modify aircraft and aircraft components.

Join an exciting, demanding, professional culinary class and prepare for careers in catering operators, restaurants, baking, and other food service industries.

<https://skillscenter.seattleschools.org/cms/One.aspx?portalId=8591&pageId=21653643>

**Credit key** - = Language Arts, = Social Studies, = Math, = Science, = World Language, = CTE, = Fine Arts (Perf), = Fine Arts (Vis), = PE

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

Name	Title	Phone Number
Michael Kelly	Assistant Principal	206-252-4936
Roy Merca	Assistant Principal	206-252-4812
Jessica Proctor	Assistant Principal	206-252-4960
Ron Stuart	Counselor	206-252-4826
Brenda Espinoza-Gonzalez (Mon, Tues, Thur)	Counselor	206-252-4825
Frank Heffernan	Counselor	206-252-4836
Carrie Richard	Counselor	206-252-4835
Kari Heinz	Counselor	206-252-4824
Daniel Eneberg (Wed, Fri)	Counselor	206-252-4825
Mary O'Connor	Counseling Secretary	206-252-4827
Dana Miller	Registrar	206-252-4851

**Credit key** -  = Language Arts,  = Social Studies,  = Math,  = Science,  
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## 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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