Course Descriptions
Roosevelt High School
2022- 2023

“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 keep 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,

Que Hollins
Principal

Mike Kelly
Assistant Principal

Roy Merca
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 contact 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 courses for next year.
- Consider your level of commitment if you want to take an AP class other than what is required for all students.
- All students choose either AP Language and Composition or one of the advanced College-in-the-High-School [CIHS] courses sequence for the 11th or 12th 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 register for 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–D)           Courtney Judkins (Last name: Kj - Ri)
Ron Stuart (Last name: Cr - He)             Frank Heffernan (Last name: Rj - Z)
Roosevelt HS Graduation Requirement Checklist
For the class of 2023 & Beyond

English – 4 Credits
• LA 9A
• LA 9B
• LA 10A
• LA 10B
• LA Option
• LA Option
• AP LA 1/CIHS LA
• AP LA 2/CIHS LA

Social Studies – 3 Credits
• WH 1
• WH 2
• Blk Studies World Hist 3
• US 11A
• US 11B
• American Government

Math* – 3 Credits
• 4th year required for college prep/admissions

Science – 3 Credits
• Phys A
• Chem A
• Biology A
• Biology B
• Phys B
• Chem B

World Language (WL) or Personal Pathway** - 2 Credits
• 2 WL credits needed for college admissions

Health & PE – 2 Credits
• Health (.5 credit)
• PE (.5 credit)
• PE (.5 credit)
• PE (.5 credit)

CTE – 1 Credit
• CTE Course (.5 credit)
• CTE Course (.5 credit)

Art*** – 2 Credits (or 1 credit art and 1 credit personal pathway)
• Art Course (.5 credit)
• Art Course (.5 credit)
• Art or personal pathway course (.5 credit)
• Art or personal pathway course (.5 credit)

Electives
• Elective Course (.5 credit)
• Elective Course (.5 credit)
• Elective Course (.5 credit)
• Elective Course (.5 credit)

Current credits = / 24 total

Notes:
* through Algebra 2 or approved 3rd 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

Other Requirements
• Washington State History Met
• PE Competency Met
• High School and Beyond Plan
• Current Service Learning Hours: 60

Testing
ELA Score:
Math Score:
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 AP exams and if so, will need to order their exams by the beginning of November.

For the current 2021-22 school year, the deadline was November 5th, 2021. Current year fees were $103 per exam. In addition, there was a $15.00 fee for late registration, and a $40.00/exam cancellation fee assessed for any exam order canceled after Nov 15, 2021.

There will be similar deadlines and there may be increases to the fees. Please be sure to check the SPS link below in Sept. for the most current information about AP testing for the 2022-23 school year.

Here is the link for AP information with Seattle Public Schools: https://www.seattleschools.org/academics/college_career_readiness/advanced_level_and_alternative_courses/ap

Here is the College Bord AP student link: https://apstudents.collegeboard.org/
Fine, Applied, and Performing Arts

All courses carry Fine Arts credit unless otherwise specified.

Visual Arts

Ceramics Beginning
9, 10, 11, 12—Semester $5
0 Materials Fee (Additional fee for clay as needed)
1 period, ½ credit Financial assistance is available
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, 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 $50 Materials Fee (Additional fee for clay as needed)
1 period, ½ credit Financial assistance is available
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.

Drawing & Painting Beginning
9, 10, 11, 12—Semester $40 Materials Fee
1 period, ½ credit Financial assistance is available
Drawing and Painting Beginning introduces students to the Elements of Art and Principles of Design. Study of these principles 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 $40 Materials Fee
1 period, ½ credit Financial assistance is available
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.

Photography Beginning
9, 10, 11, 12—Semester $85 Materials Fee and a working 35-mm film camera. 1 period, ½ credit Financial assistance is available Available as Fine Art or CTE credit
Photo Beginning is designed to explore photography as a method of creative visual communication. Students in this course lean basic camera operations and principles of photography such as photo composition, lighting, exposure, and editing. Space is limited, and scheduling priority is given to upperclassmen.

Photography Advanced (Level 1)
10, 11, 12—Semester $85 Materials Fee Financial assistance is available 1 period, ½ credit Available as Fine Art or CTE credit
Prerequisite: Photography Beginning
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 review requests for correct placement.

Photography Advanced (Level 2)
10, 11, 12—Semester $85 Materials Fee Financial assistance is available 1 period, ½ credit Available as Fine Art or CTE credit
Prerequisite: Photography Beginning
Recommended: Photography Advanced 1 with a minimum grade of a “B”
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 review requests for correct placements.

AP Art & Design A/B (AP Photo)
11, 12—Year long $85 Materials Fee + $40 AP portfolio submission fee = $125 for the year 1 period Financial assistance is available ½ credit per semester Available as Fine Art or CTE credit
Prerequisite: Photography Beginning, and Photography Advanced -Teacher will review requests to confirm 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.
Performing Arts—Theatre

Theatre Beginning
9, 10, 11, 12—Semester
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.

Theatre Advanced
9, 10, 11, 12—Semester
1 period, ½ credit
Prerequisite: Beginning Theatre or Teacher approval.
Please note that Theatre Advanced, Narrative Theatre, & Theatre Playwriting may be taken in any order.
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.

Narrative Theatre
10, 11, 12—Semester
1 period, ½ credit
Available as Fine Art or CTE credit
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.

Theatre Directing
12—Semester
1 period, ½ credit
Available as Fine Art or CTE credit
Prerequisite: Theatre Beginning or Teacher permission
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.

Theatre Playwriting
9, 10, 11, 12—Semester
1 period, ½ credit
Available as Fine Art or CTE credit
Prerequisite: None for grades 10, 11, 12. 9th graders take Beginning Theatre First Semester 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 creatively express 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.

Theatre for Justice
10, 11, 12 – Semester
1 period, ½ credit
In this project-based course, students collaborate to explore local and world issues through scripted pieces and works that are created in class. Students explore global theatre genres and styles and how they represent cultural, social, economic, and political issues. Students learn how dramatic performance can be used as an expression of social change and activism.

Musical Theatre Production
9, 10, 11, 12—Semester       ASB card required - Financial assistance is available
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.

Dance Beginning
9, 10, 11, 12—Semester       Available as Fine Art or PE credit
1 period, ½ credit
This 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 can also be taken for PE credit. Students will make their preference known to the teacher at the start of the term.

Dance Advanced
9, 10, 11, 12—Semester       Available as Fine Art or PE credit
1 period, ½ credit
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
9, 10, 11, 12—Semester       ASB card required - Financial assistance is available
1 period, ½ credit       Available as CTE or Fine Arts credit
Technical Theatre Beginning is a production-oriented course that provides foundational 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. Students may receive either CTE or Fine Arts credit.
Technical Theatre Advanced  
9, 10, 11, 12—Semester  
ASB card required - Financial assistance is available 
1 period, ½ credit  
Available as Fine Art or CTE credit 
Prerequisite: 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. Students may receive either CTE or Fine Arts credit.

Costume Design Beg  
9, 10, 11, 12—Semester  
1 period, ½ credit  
Available as Fine Art or CTE credit 
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. Students may receive either CTE or Fine Arts credit.

Costume Design Adv  
9, 10, 11, 12—Semester  
1 period, ½ credit  
Available as Fine Art or CTE credit 
Prerequisite: 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. Students may receive either CTE or Fine Arts credit.
Performing Arts—Music - Band

Concert Band A/B
9—Year  
1 period, ½ credit per semester  
ASB card required – Financial assistance is available
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  
ASB card required - Financial assistance is available
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  
ASB card required - Financial assistance is available
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  
ASB card required - Financial assistance is available
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  
1 period, ½ credit per semester  
ASB card required - Financial assistance is available
Prerequisite: Audition - Priority is given to advanced players.
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.

**Performing Arts—Music - Choir**

**Concert Choir A/B**
9, 10, 11, 12—Year  ASB card required - Financial assistance is available
1 period, ½ credit per semester  Available as Fine Art or CTE credit
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.

**Vocal Jazz A/B**
9, 10, 11, 12—Year  ASB card required - Financial assistance is available
1 period, ½ credit per semester  Available as Fine Art or CTE credit
Prerequisite: Spring Audition and concurrent enrollment in other Music ensemble class.
Note: Students cannot sign up for this course during registration. They will be scheduled into this course upon completion of a successful audition. This class meets outside of the regularly scheduled day (7th period – before school). Students should enroll in another music ensemble course.
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.

**Performing Arts—Music - Orchestra**

**Concert Orchestra A/B**
9—Year  ASB card required - Financial assistance is available
1 period, ½ credit per semester  Available as Fine Art or CTE credit
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.

**Chamber Orchestra A/B**
10, 11, 12—Year  ASB card required - Financial assistance is available
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
10, 11, 12—Year ASB card required - Financial assistance is available
1 period, ½ credit per semester Available as Fine Art or CTE credit
Prerequisite: Spring Audition Recommended: 1 year of Concert 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.

Performing Arts—Music - General

Guitar Lab 1
9, 10, 11, 12—Semester ASB card required - Financial assistance is available
1 period, ½ credit
Playing and singing in a band in your garage? Sign up for Guitar Lab and receive credit and instruction doing something you love. This course is meant for guitarists, and singers, pianists, drummer, bass players and sound editors. The one-semester course will teach you to write your own songs, using journaling, harmonic loops, and electronic platforms like garage bands. The course will connect you with industry professionals in performance and studio engineering. Students in this class will form their own bands, rehearsing for a live performance at the end of the semester. This course may be repeated for credit. Have questions? Contact Dr. Kent at jekent@seattleschools.org.

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.
Business and Technology Education

All courses carry CTE credit.

Business

Business Law I
10, 11, 12—Semester  Fee $20, (once per year) Financial assistance is available
1 period, ½ credit
Students study legal principles and practices applied to business situations and transactions. Topics include business ethics, employment law, intellectual property law, and consumer protection law. Students examine case studies and apply their learning to realistic situations. They will also study how laws affect us in everyday life and participate in a mock trial. Excellent preparation for DECA competition (optional).

Business Law II
10, 11, 12 – Semester  Fee $20 (once per year) Financial assistance is available
1 period, ½ credit
This course extends a student’s study of legal principles and practices applied to business situations and transactions. Students analyze landmark legal cases and apply the law to decisions. They participate at an advanced level in a mock trial. Excellent preparation for DECA competition (optional)! Recommended for students who have taken Business Law I. Students earning an A or B in this course (and in Business Law 1) get 5 college credits (equivalent of Business Law 201) under the CTE Dual Credit program at North Seattle College.

Business Management A
9,10,11,12-Semester  Fee $20 (once per year) Financial assistance is available
1 period, ½ credit
Learn how to make a budget, pay taxes, and make smart investments to increase your net worth. Then, learn how to start a business and be your own boss. Finally, write a resume and practice interviewing all while networking with guest speakers and preparing to challenge yourself at DECA competition (optional).

Business Management B
10,11,12-Semester  Fee $20 (once per year) Financial assistance is available
1 period, ½ credit
Recommended for students who have completed Business Management A and want to learn more! Refine your personal finance and investing skills. Then, learn the considerations of starting a business in a foreign country. Finally, play the role of a hiring manager and learn how to conduct interviews all while networking with guest speakers and preparing to challenge yourself at area and State DECA competition (optional). Students earning an A or B in this course (and in Business Management A) get 5 college credits (equivalent of Business 101) under the CTE Dual Credit Program at North Seattle College.

Accounting 1
9, 10, 11, 12—Semester  Fee $20, (once per year) Financial assistance is available
1 period, ½ credit
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. Learn the entire accounting cycle for a sole
proprietorship – including journaling, posting to the ledger, and creating financial statements. All Accounting students become members of DECA to be eligible for leadership opportunities, scholarships, travel and fun beyond the classroom with little or no homework beyond the classroom.

Accounting 2
10, 11, 12—Semester  Fee $20, (once per year) Financial assistance is available
1 period, ½ credit
Continue your learning from Accounting 1 by learning the Accounting cycle for a merchandising corporation. All Accounting students become members of DECA to be eligible for leadership opportunities, scholarships, travel, and fun beyond the classroom with little or no homework beyond the classroom. This course runs concurrently with Accounting 1 – students must be willing to be self-motivated and independent workers in this course. Earning an A or B in this class (and in Accounting 1) will earn you 5 college credits (equivalent of Accounting 101) under the CTE Dual Credit Program at North Seattle College.

Marketing/Advertising

Marketing 1, 2, 3, 4
9, 10, 11, 12—Semester  Fee $20, (once per year) Financial assistance is available
1 period, ½ credit
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. Students who earn an A or B in both Marketing 1 and 2 will earn 5 college credits under the CTE Dual Credit Program at North Seattle College.

Marketing Store 1 and 2
10, 11, 12—Semester  Fee $30, (once per year) Financial assistance is available
1 period, ½ credit  Includes Food Worker Card.
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!

Social Media Marketing and Advertising
9, 10, 11, 12—Semester  Fee $20 (once per year) Financial assistance is available
1 period, ½ credit
Social Media Marketing and Advertising will immerse students in experiential learning focused on the use of social media marketing platforms, metrics, and methods. They will learn how to segment the online marketplace to target desired consumers and meet measurable goals. Students will work creatively and collaboratively on marketing campaigns, ads, and videos using the Adobe Creative Cloud.
Technology

Computer Science

Introduction to Programming
9, 10, 11, 12—Semester
1 period, ½ credit
Prerequisite: Algebra 1A/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.

CSE 142 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 course prepares students to take the Advanced Placement Computer Science A Exam in the spring and college credit may be available for those who register with UW (see below.)

This class is taught in conjunction with CSE 142 (CIHS – College in the High School/UWHS University of Washington in the High School/AP – College Board Advanced Placement). 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.

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 Projects in Computer Science 2 also.
Engineering – 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
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. Students who earn an A or B in this course will earn 5 college credits under the CTE Dual Credit Program at North Seattle College.

Aerospace Engineering—PLTW
9, 10, 11, 12—Year   Lab fee: $25.00 Financial assistance is available
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
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 in the design and construction industry.

Computer Integrated Manufacturing—PLTW
9, 10, 11, 12—Year   Lab fee: $25.00 Financial assistance is available
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
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
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 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
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
1 period, ½ credit each semester
Recommended: Intro to Engineering Design and teacher permission
The Robotics course for 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.
Family and Consumer Science

All courses carry CTE credit

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 PowerPoint 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
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
Family Health
11, 12—Semester
1 period, ½ credit Available as CTE credit and meets the Health graduation requirement
This course is required for high school graduation. The class will provide upperclassmen with
the opportunity to learn about a variety of health issues and to become personally involved in
those concerns that have a direct impact on their lives. Topics covered will include physical,
mental, social, and emotional aspects of wellness and will be taught using written texts, articles,
guest speakers, hands-on projects, journal writing, and student presentations or reports. This
class meets the Washington State requirements for HIV/AIDS education and requires
participation in fitness and health related projects and discussions. Course may be used as part
of the CTE graduation pathway.

Independent Living
11, 12—Semester
1 period, ½ credit
Preparing for life after high school is a complex issue! In this class, you learn essential life skills
to prepare you for the real world after high school. Financial Fitness for Life will be a major unit
in this class and will entail budgeting, understanding credit, checking accounts and debit cards,
college and credit card debt, credit reports, saving and investing, taxes, retirement savings and
protecting yourself from financial disaster. Surprisingly, many people, including many college
graduates, lack the information necessary to manage their finances successfully. Developing
and understanding good financial habits at a young age will help you avoid costly mistakes in
your future. 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.

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
9, 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
10th 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.
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.

All courses carry Language Arts credit unless otherwise specified.

Overview of Language Arts Course Offerings

Classes that fulfill 9th grade requirements: Intro Lit Comp 9A/9B.
Classes that fulfill 10th grade requirements: Wrld Lit Comp 10A/10B.
11th and 12th 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 11th and 12th graders.
11th and 12th grade students must take:
- One year of either APLA or a College in the High School (CIHS) course for graduation.
- And then for the other year, students choose one of the other LA option courses.

Hands for a Bridge-by application only

Alternate text for flow chart:
A flow chart is provided to show the sequence of Language Arts courses.
Upon completion of Intro Lit Comp 9 A/B, students take World Lit Comp 10 A/B.
Upon completion of World Lit Comp 10 A/B, students will need to take two more years of Language Arts. During those two years, they must take one of the following four courses: AP Eng Lang & Comp 1/2, Margins Centers (CIHS), Engl 101 Comp Lit (CIHS), or Film as Lit (CIHS). For the other year, students can choose one from a list of year-long courses: African Amer Comp Lit A/B, Asian Amer Comp Lit A/B, Compar Lit Comp A/B, Native Amer Comp Lit A/B, or Women’s Studies. There is one additional year-long course that is not available through registration, but by application: Our Cultural Heritage which is our “Hands for a Bridge” program.
Ninth grade

Intro Lit. Comp. 9 A/B
9—Year
1 period, ½ credit per semester
Literature in ninth grade 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.

Tenth grade

World Lit Comp. 10 A/B
10—Year
1 period, ½ credit per semester
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.

Eleventh and twelfth grade

One year of AP LA or CIHS course required
One year of LA options courses are required.

One year of AP LA or CIHS - choices:

AP Eng Lang and Comp 1/2 (Advanced Placement)
11, 12—Year
1 period, ½ credit per semester
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.

C Lit 240 Film as Lit (College in the High School)
11, 12—Year
1 period, ½ credit per semester
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, if the student is enrolled with UW.
C Lit 240 Margins Centers (College in the High School)
11, 12—Year
1 period, ½ credit per semester
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.

Engl 101 Eng Comp A/B (College in the High School)
11, 12—Year
1 period, ½ credit per semester
In English 101 students will write in a variety of forms and for a variety of purposes, beginning with personal experience to ranging to analytical writing. The course is built on the belief that when one actively participates in all stages of the thinking process - from brainstorming to reflection, and when one reflects regularly on one’s own growth, not only can ideas be clarified and expanded, but the writing experience will also be stronger and more meaningful. In this course writing is a mode of empowerment and voice, a means for discovery and play, and an opportunity to develop composition skills for vocation and post-secondary education. Text selection will be adaptive to student interest and to the historical moment and will affirm our human diversity through an exploration of differences and similarities between cultures, between people, between literature and culture, between experience and writing about experience. We will explore the question of how our diversity affects the construction of identity and community. Eligible students have the option to register to earn North Seattle College credits through the College in the High School program.

One year of LA options - choices:

African Am Lit Comp 11A/B
11, 12—Year
1 period, ½ credit per semester
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 Amer Lit Comp 11 A/B
11, 12—Year
1 period, ½ credit per semester
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.
Comparative Lit and Composition 12 A/B
11, 12—Year
1 period, ½ credit per semester
Comparative Literature and Composition focuses on texts that cross a wide range of genres, such as short stories, poetry, novels, nonfiction, and cross as well geographic and cultural boundaries. Students will identify and analyze how similar themes are developed across texts from different cultures and genres, will examine style and structure, and will understand how historical and cultural movements provide context and purpose.

Hands for a Bridge Program
(will be titled Comparative Lit & Comp 12 A/B on transcript)
11, 12—Year
1 period, ½ credit per semester
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.
Senior applicants need to have taken either APLA or one of the CIHS courses during their Junior year.

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.

Native Amer Lit Comp 11 A/B
11, 12—Year  Students may have to purchase some books.
1 period, ½ credit per semester
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.

Women’s Studies
(will be titled Comparative Lit & Comp 12 A/B on transcript)
11, 12—Year
1 period, ½ credit per semester
This class, offered to students of all 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

Electives meet general but not Language Arts requirements for graduation.

Journalic Writ Newsp (Newspaper) Available as Language Arts or CTE credit
11, 12—Year
1 period, ½ credit per semester
The Roosevelt News is a student-run publication that aims to present factual, unbiased news and meaningful content to the RHS community. We seek to inspire conversation and give a platform to a wide range of opinions and backgrounds. Students sharpen their journalistic skills (writing, editing, photography, graphics and/or podcasting) as they produce Roosevelt’s award-winning newspaper and online content. This is a year-long course. If the number of course requests exceed capacity, students requesting this course will receive an application via school email.

Journalic Writ Yrbk (Annual) Available as Language Arts or CTE credit
11, 12—Year
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.

Leadership (ASR/Student Government) Only available as CTE credit
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.

English Language Development

ELD 3 Adjunct
9, 10, 11, 12—Semester
1 period, ½ credit per semester

Prerequisite: Instructor permission

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

Math Course Sequence

Alternate text is provided for the flow chart:
Upon completion of Algebra 1 A/B, students take Geometry A/B.
Upon completion of Geometry A/B, students take Algebra 2 A/B.
Upon completion of Algebra 2 A/B, students can take Precalculus A/B, AP Statistics A/B, Probability & Stats A/B, or Bridge to College Math A/B.
Upon completion of Precalculus A/B, students can take Calculus A/B, AP Calculus AB A/B, AP Calculus BC A/B, or AP Statistics A/B.
Accelerating Through the Mathematics Curriculum at Roosevelt High School

There are two ways to accelerate through the Mathematics curriculum at Roosevelt High School.

1. Accelerated progress: Students completing Algebra 1 in middle school can register for Geometry as incoming Freshmen. Enrolling in Geometry as Freshmen automatically advances students by one year in the Mathematics curricula.

2. Dual enrollment: For students completing Math-8 in middle school, the option to dual enroll in Mathematics courses at the high school level is available. Freshmen should select Algebra 1 for their Freshman year. Once the year begins, students should see their counselor to request dual enrollment in Geometry. Sophomores should register for Geometry, then see their Counselor in Sept. to request dual enrollment in Algebra 2. Please note: Students will be enrolled in the second Mathematics course if space is available. Students enrolling in more than one Mathematics course are expected to fulfill all course requirements from both courses. No accommodation for reduction of workload will be made. The two courses are independent.

Honors-Level Mathematics at Roosevelt High School

Honors Mathematics Courses at RHS: Algebra 1 A/B, Geometry A/B, Algebra 2 A/B, and Precalculus A/B are taught as blended courses with both honors and core students in the same class.

Honors courses develop more depth and breadth of material than the regular courses. Students are expected to have a deeper understanding of the course material. Assessments are differentiated between honors and core. Additional projects may be assigned.

Math courses carry Math credit

Algebra 1A/B
9, 10—Year
1 period, ½ credit per semester
Algebra 1A/B 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 using 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, 11—1st 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. 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, 11—2nd Semester
1 period, ½ credit
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. 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.

Algebra 2A
9, 10, 11, 12 - 1st 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 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. 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 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, 12— 2nd 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.6 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.

ATTENTION: SENIORS
Prerequisite Waiver
If a 12th 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 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 or 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.

Calculus – A/B
10, 11, 12—Year
1 period, ½ credit per semester
Prerequisite: 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.
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 censured 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
10, 11, 12—Year
$25 Fee Financial assistance is available
1 period, ½ credit per semester.
Prerequisite: 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.
AP Calculus BC A/B
11, 12—Year $25 Fee Financial assistance is available
1 period, ½ credit each semester
Prerequisite: AP Calculus AB or equivalent
The course continues from the content covered in AP Calculus AB. Additional content includes L' Hôpital’s Rule, related rates of change, advanced integration, parametric functions, polar functions, the calculus of motion, power series and additional applications of calculus. This Advanced Placement course essentially covers the contents of the first year of a college course in Calculus and prepares students to take the Advanced Placement BC Calculus Exam in the spring.
Students enrolled in AP Calculus are required to take either the AP Calculus BC Exam as administered by The College Board, or an alternative, equivalent AP Calculus BC Exam administered by the staff teaching AP Calculus.

AP Statistics A/B
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

All courses carry PE credit unless otherwise specified

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
Prerequisite: Successful completion of Personal Fitness
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
Prerequisite: Successful completion of Personal Fitness
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.

Weight Train / Cond 1 (Regular)
9, 10, 11, 12—Semester
1 period, ½ credit
Prerequisite: Successful completion of Personal Fitness
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 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 (Sports Conditioning)
9, 10, 11, 12—Semester
1 period, ½ credit
Prerequisite: Successful completion of Weight Training & Conditioning 1
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

Health (9th & 10th grades)      Available as Health credit
9, 10—Semester
1 period, ½ credit
This course meets the high school graduation requirement. The class will provide students with the opportunity to learn about a variety of health issues and to become personally involved in those concerns that have a direct impact on their lives. Topics covered will include physical, mental, social, and emotional aspects of wellness and will be taught using written texts, articles, guest speakers, hands-on projects, journal writing, and student presentations or reports. This class meets the Washington State requirements for HIV/AIDS education and requires participation in fitness and health related projects and discussions.

Family Health (11th & 12th grades)      Available as CTE credit & fulfills Health requirement
11, 12—Semester
1 period, ½ credit
This course meets the high school graduation requirement. The class will provide upperclassmen with the opportunity to learn about a variety of health issues and to become personally involved in those concerns that have a direct impact on their lives. Topics covered will include physical, mental, social, and emotional aspects of wellness and will be taught using
written texts, articles, guest speakers, hands-on projects, journal writing, and student presentations or reports. This class meets the Washington State requirements for HIV/AIDS education and requires participation in fitness and health related projects and discussions. This course may be used as part of the CTE Graduation Pathway.
Science

All courses carry Science credit

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 9th grade program that includes a semester of Physics and one of Chemistry (unless previously completed at a Seattle Public Schools middle school). All tenth-grade students are required to take Biology (unless previously completed at a Seattle Public School middle school or at another high school.)
Alternate text:
A flow chart is provided to show the sequence of Science courses. Upon completion of Physics A/Chemistry A, students take Biology A/B. Upon completion of Biology A/B, students can take AP Environmental Science A/B, AP Physics C 1/2, Astronomy A/B, Biotechnology 1/2, Chemistry B/C, NW Geology/NW Ecology, Physics B/C, or Physics B/Chemistry B.
9th 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, designing materials, life span of the sun, and the way stars produce elements. Students will refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

10th Grade Science

Biology A/B
10, 11, 12—Year
1 period, ½ credit per semester
Sequence: Students will have completed Physics A /Chemistry A
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 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.

11th and 12th Grade Science

AP Environmental Sci 1/2
9 - 12-Year
1 period, ½ credit per semester
Recommended: Biology A/B and Chemistry A (9th grade or earlier) or concurrent enrollment in Chemistry A/B
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. 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 C 1/2
10 - 12—Year
1 period, ½ credit per semester
Prerequisite: completion of or concurrent enrollment in Calculus A/B
Recommended: Physics A/B (very helpful but not always required – see teacher for more information)
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 Science 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
9 - 12 – year
1 period, ½ credit per semester
Prerequisite: Students will have completed Physics A/Chemistry A 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!

Biotechnology 1/2
9 - 12—Year
1 period, ½ credit per semester
Prerequisite: Students will have completed Physics A/Chemistry A and Biology
Recommended: ‘C’ or better in Biology
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 of 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
9 - 12—Year
1 period, ½ credit per semester
Prerequisite: Students will have completed Physics A/Chemistry A and Biology A/B
Recommended: ‘C’ or better in both Biology and Geometry and concurrent enrollment in Algebra 2
In the first semester, students will use their basic understanding of the structure of matter to investigate chemical reactions and will carry out investigations to make sense of every day chemical reactions and processes. Students will use the mole to determine how quantities of reactants are related to quantities of products. 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 focus on extended topics in chemistry such as organic chemistry, biochemistry, acid/base chemistry, gas laws, molecular geometry, and quantum mechanics, as well as a more in-depth study of topics addressed in Chemistry A and B. Students will be engaged in lab-based chemistry and will continue to refine their science and engineering skills within the context of an engaging storyline to explain a phenomenon.

NW Geology / NW Ecology
9 - 12 - Year
1 period, ½ credit per semester
Prerequisite: Students will have completed Physics A/Chemistry A and Biology A/B
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/C
9 - 12—Year
1 period, ½ credit per semester
Prerequisite: Students will have completed Physics A/Chemistry A and Biology A/B
In the first semester, students will study energy transfers and conversions, conservation of energy, Newton’s Laws of Motion, conversation of momentum, gravitation, and Coulomb’s Law. 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 kinematic equations, two-dimensional motion, rotational motion, linear and angular momentum, electromagnetism, and special relativity, as
well as more in-depth study of topics address in the two earlier semesters (Physics A and B).
Students will be engaged in lab-based Physics that will refine their science and engineering
skills within the context of an engaging storyline to explain a phenomenon.

Physics B / Chemistry B
9 - 12—Year
1 period, ½ credit per semester
Prerequisite: Students will have completed Physics A/Chemistry A and Biology A/B
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.
Social Studies

Social Studies Course Sequence

Alternate text:
A flow chart is provided to show the sequence of Social Studies courses. Upon completion of World History 1/2, students take Blk Studies World Hist 3. Upon completion of Blk Studies World Hist 3, students take either Eth Studies US Hist 11 A/B or AP US History 11 A/B. Upon completion of either Eth Studies US Hist 11 A/B or AP US History 11 A/B, students take one of the following three courses: Am Govt Econ (semester), AP US Govt & Politics 1/2 (year-long), or AP Amer Government/AP Comparative Gov (year-long).

All courses carry Social Studies credit
Ninth grade classes

World History 1/2
9—year
1 period, 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, either through a regional or chronological approach, 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.
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.

Tenth grade classes

Blk Studies World Hist 3
10—semester
1 period, ½ credit
These courses span the late 19th century to the present (~1870-today) through a student-driven, thematic approach that is anchored by an ethnic studies framework (Origins & Indigeneity, Identity & Agency, Action & Reflection, Power & Oppression, Resistance & Liberation). Through overarching themes of identity, power, collectivity, resilience, decolonization, liberation and joy, this course is designed to help students answer the questions like: ‘Who am I?’, ‘Where am I from?’, ‘What are the living legacies of colonialism and how do we challenge them?’, ‘How do I understand world events from alternative perspectives, particularly those of black and African descent?’, ‘How is the liberation of all people tied to the liberation of black people?’ This course will analyze the emergence of world cultures and nations that we recognize today. Specifically, students will be investigating global conflicts and politics and their consequences in the twentieth century and the global economy, society, and culture in the twentieth century with an emphasis on the Black and African contributions and experiences. Specific guiding questions to shape the study of this time period include: What is the relationship between the major global conflicts in the 20th century and to what extent were their outcomes shaped by the contributions of Black and African people; and How does the unequal distribution of wealth throughout the world shape the global economy, society, and culture with an emphasis on the African continent?

Eleventh grade classes

Ethnic Studies U.S. History 11 A/B
11—year
1 period, ½ credit each semester
We have for too long accepted injustice as unavoidable and expected progress as inevitable. This Ethnic Studies United States History course is designed to empower students, both individually and collectively, to dismantle all forms of injustice in our country. The values of this class are the same as the core values of this country: liberty, equality, opportunity, and democracy.
Ethnic Studies United States History is a year-long, two semester course that will build in
students both a strong command of the histories of this country and a strong sense of citizenship and responsibility to our political community. The course will do this through the skill of power literacy and the four Ethnic Studies themes: Identity, Power & Oppression, History of Resistance & Liberation, and Reflection & Action. (See below for more information on these four themes.)

Ethnic Studies United States History aims to help students build the skill of power literacy: the ability to critically analyze the sources, concentrations, limitations, and shifts in civic power. Through their understanding of the sources of power in civic life, students will be well prepared to be responsible and compassionate members of our community. Students who are versed in power literacy sharpen their ability to analyze sources of power, where power is concentrated or flaunted, what causes shifts in power, and how to create power where none was thought to exist. These skills serve to empower students to view themselves as actors capable of making positive change in their communities.

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

The four themes of Ethnic Studies United States History are:

**Identity:** Explores who has the power to define one’s identity and how the erasure of identities has forced certain communities to redefine their identities. The concepts of intersectionality and positionality help to define the broad spectrum of identity. Assimilation into white male cultural norms is challenged as the expectation, with the concept of cultural wealth and valuing diverse identities.

**Power & Oppression:** Explores the ways in which the US Government was founded on racist and sexist intellectual premises and economic practices that institutionalized oppression of marginalized peoples that continues to this day. Embedded in this is the idea that whoever controls the telling of history has the power. The intentional whitewashing of history has led to “colorblind” ideology that maintains the existing power structures by erasing the power that communities of color have created for themselves throughout history.

**History of Resistance & Liberation:** Explores the history of resistance and reclamation as carried out by the oppressed groups and their allies. This challenges the “white savior” narrative as well as the narrative that progress towards greater equality is “natural” or inevitable.

**Reflection & Action:** Fosters a sense of advocacy, empowerment, and action in the students that creates internal motivation to be a changemaker. Students will believe they can change their current experiences and the experiences of people in their community.

For more information, see Seattle Public Schools Policy #0030 – Ensuring Educational and Racial Equity.

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. At the end of the course, students will be prepared to take the AP exam.

Twelfth grade classes

Am Govt Econ
12—semester
1 period, ½ credit
American Government seeks to prepare students for full and well-informed participation in American democracy – as voters, taxpayers, activists, and potential officeholders. The course combines student-led choice in policy topics (social/political issues) with simulations and projects that illuminate the mechanics of our system of government, at all levels – federal, state, and local. Attention is also given to political bias in media and other information sources; developing skills in political discourse; and the relationship between government and the economy.

AP US Govt & Politics 1/2
12—year
1 period, ½ credit each semester
An educated and participatory citizenry is essential to the survival of our democracy. The intention of this class is to make sure the next generation of Americans is ready to defend, critique and improve upon the American experiment. 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 know also how to pursue policy and reform goals through effective forms of citizen action. What makes this government class different is the opportunity to participate in deep project-based learning around the core aspects of the American system of governance. To learn how political beliefs and behaviors shape our democracy, students will engage in an extended mock election. Students will be immersed in debates, attack ads and press conferences to truly simulate the American democratic process. 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. At the end of this course, students will be prepared to take the AP exam.

AP Amer Government / AP Comparative Gov
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 like the World Bank, the EU, and the UN, and civil society will be introduced through the study of each nation. Emphasis in class will be on lecture, discussion, and student-led projects. Current events will play a major role in this course. At the end of this course, students will be prepared to take both AP exams

World Languages

All courses carry World Language credit unless otherwise specified

Roosevelt High School offers American Sign Language, French, Latin, and Spanish in Levels I, II, III, and IV. Advanced study is offered via Advanced Placement in French and Spanish and via College in the High School in Latin. 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 21st 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.

**American Sign Language**

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

**ASL courses meet SPS World Language Graduation Requirements and carry 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.sccaslconsortium.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 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

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
American Sign Lang 4 A/B
11, 12—Year
1 period, ½ credit per semester
Prerequisite: ASL 3 A/B Recommended: min. grade of B
Performance Level: Intermediate Low-Mid
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.

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 $10 Fee Financial assistance is available
1 period ½ credit per semester
Performance Level: Novice Low–Mid
French 1 is a two-year middle school or one-year high school course that introduces students to French language and Francophone culture. Students learn to carry on a conversation with a French speaker about self, family, friends, fashion, and fun activities. Students read and write simple stories and messages in French. They learn where French speakers live and all they do. The course prepares students to carry on basic conversations in French and read and write simple sentences about familiar topics. The course also explores how and where French-speaking people live. Close attention will be paid to developing communicative skills which focus on listening comprehension and speaking as well as written expression. At the conclusion of this course students will:
• Ask and answer questions
• Carry on simple conversations
• Express likes, dislikes, preferences
• Read and write messages and short paragraphs
• Gain knowledge and understanding of where and how French-speaking people live

The French 1 curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to talk about oneself and 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 2A/B
9, 10, 11, 12—Year $15 Fee Financial assistance is available
1 period ½ credit per semester
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 3 A/B (CIHS)
9, 10, 11, 12—Year $20 Fee Financial assistance is available
1 period, ½ credit per semester
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. Only students in grades 10-12 are eligible to register for UWHS credits.
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.
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 201 French 4 A/B
10,11,12-Year Material Fee -To be determined
1 Period, ½ credit per semester Financial assistance is available
Prerequisite: French 3 A/B
Recommended: French 3 A/B with a final grade of “B” or above
Performance Level: Int. Mid – High

French 4 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. This course is available as a dual enrollment CIHS course with UW. 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)

AP French 5 A/B (Language and Culture)
11, 12—Year
$55 Fee Financial assistance is available
1 period, ½ credit per semester
Prerequisite: French 4A/B
Recommended: French 4 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 /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.
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 2 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 2 or its equivalent is the prerequisite for Latin 305 and 307 UW College in the High School courses.

Latin 1 A/B
9, 10, 11, 12—Year       $16 Fee Financial assistance is available
1 period, ½ credit per semester
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 305 Latin 4 A/B
10/11/12 year                                            $6 Fee Financial assistance is available
1 period, ½ credit per semester
Prerequisite: Latin 2 A/B
This course will be offered every other year, alternating with Latin 307
UW 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 in this course will read the poetry of Horace, Catullus, and prose selections from Book six of Caesar’s De Bello Gallico, chapters which examine the social structure and cultural practice of the Druids in Gaul. Class discussion and assignments will explore and apply the critical methods one might use to interpret these works of literature 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 poetry. Formative and Summative assessments will focus on reading comprehension and the mastery of Latin grammar and syntax, translation, and literary analysis. Latin 305 in an intermediate college-level reading class, equivalent to an AP Latin course

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       $20 Fee Financial assistance is available
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 $20 Fee Financial assistance is available
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-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
$25 Fee Financial assistance is available
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
Spanish 4 A/B (Language and Culture)
10, 11, 12—Year  $40 Fee  Financial assistance is available
1 period, ½ credit per semester
Prerequisite: Spanish 3B.
Performance level: Int. Mid-High
Spanish 4 A/B emphasizes maintaining conversation with expanded vocabulary and acceptable
accent. Students will read and listen to a wide variety of authentic texts. Students will express
ideas in writing using complex structures. Cultural issues are integrated.
At the conclusion of this course students will express opinions about topics discussed
and make recommendations, present information though speeches and longer compositions,
understand formal and informal presentations in Spanish spoken by native speakers, and
analyze and evaluate practices and products of the Spanish-speaking culture.
The Spanish curriculum is guided by a set of rigorously vetted course objectives that
span basic conversations about familiar topics to active and spontaneous conversations.
Students will read and understand text with familiar vocabulary and develop skills to
help them decipher unfamiliar words and phrases through use of context. Students will
present research and stories through writing and speech, while correctly interpreting
context with attention to target audience. Students will interact with a variety of
cultural contexts, connecting objects and symbols to underlying beliefs and
perspectives. The course objectives encourage students to interpret and discuss
authentic Spanish media, engage in active and spontaneous conversation with relative
accuracy and fluency, and to interact with all aspects of Spanish-speaking culture.
This course prepares students for college and career through a carefully constructed
course of study to build language and culture proficiency. The course broadens
students’ global perspective as they learn to communicate with different groups of
Spanish-speaking people. As a result, students are prepared to use Spanish in the
workplace, travel and interact with Spanish-speakers throughout the world, and continue
their study of the Spanish language in higher education. Through a structured
progression of topics that are current, relevant and meaningful for them, students will
gain the knowledge and skills that enable them to deepen a respectful relationship with
a Spanish speaker and to be a better global citizen. At the conclusion of the course
students will have a working knowledge of the Spanish language at the ACTFL Intermediate
low to mid-level preparing them for the workplace, travel, or focus on more complex use
of the Spanish language in Spanish 5 or in higher education. At the end of this course
students may be prepared to pass the AP exam.

AP Spanish 5 A/B (Language and Culture)
10, 11, 12—Year  $55 class fee  Financial assistance is available
1 period, ½ credit per semester  Additional registration fee required if taking AP Exam
Prerequisite: Spanish 3 A/B
Recommended: Spanish 3 A/B with a final grade of “B” or above
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 $77 class Fee Financial assistance is available
1 period, ½ credit per semester Additional registration fee required if taking AP Exam
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.
Skills Center School Year Courses

Daily Schedule: Monday-Friday

Course Schedule: AM courses: 8:45-11:15 a.m. (replaces Periods 1, 2, and 3); PM courses: 12:45-3:15 p.m. (replaces Periods 4, 5, and 6). Wednesdays – 75 minutes early release from both AM and PM courses.

High School Credit: The Seattle Skills Center programs are 1.5 credits per semester, full year programs (3.0 credits). Visit the Skills Center website for more information about their programs: https://skillscenter.seattleschools.org/.

Options for the current year are included here. Next year’s options may differ. Please meet with your Roosevelt Counselor or contact the Skills Center for the most current information.

Administrative Medical Office Assistant
Location: Lincoln High School
First Year AM Option: 8:45 – 11:15am
First Year PM Option: 12:45 – 3:15pm
CAREER PATHWAY: Health & Human Services
Administrative Medical Office Assistant (AMOA) is an ever-expanding allied health profession critical to patient care and smooth operations in medical offices, clinics or hospitals. These specialists assist allied health professionals by completing vital clerical information, patient intake, electronic records, using medical office equipment, and as staff supervisors. Upon completion of the allied health training, it may offer employment with long-term employment probabilities.

Aerospace Advanced Manufacturing
Location: Rainier Beach High School
First Year AM Session Only: 8:45 – 11:15am
Second Year PM Session Only 12:45 – 3:15
CAREER PATHWAY: Science, Engineering, and Industry
Seattle is home to the world’s greatest aircraft company and many of its supporting industries. Launch your career and college acceptance by learning how to build, service, and modify aircraft and aircraft components. Learn safety, tool identification & proper use, fastener installation, aluminum and titanium metal drilling, and gain industry experience and college credit.

Automotive Technology
Location: Washington Middle School, Skills Center Building or West Seattle High School

Washington Middle School:
First Year PM Session Only 12:45 – 3:15 pm
Second Year PM Session Only 12:45 – 3:15

West Seattle High School:
First Year AM Session Only 8:45 – 11:15am
Second Year AM Session Only 12:45 – 3:15pm
CAREER PATHWAY: Science, Engineering, and Industry
Are you interested in a hands-on class that requires critical thinking as well as an interest in the auto industry? Gain a solid foundation in automotive technology and the skills for gainful employment. You will learn about brake systems, maintenance, and other systems that function within a vehicle. Gain certification that meets industry needs. College credit can be earned in this program.

Construction Trades
Locations: Ingraham High School or Rainier Beach High School

Ingraham High School:
First Year AM Session Only 8:45 – 11:15am
Second Year AM Session Only 8:45 – 11:15am

Rainier Beach High School:
First Year PM Session Only 12:45 – 3:15pm
Second Year PM Session Only 12:45 – 3:15pm

CAREER PATHWAY: Science, Engineering, and Industry
This course covers both residential and commercial construction with an emphasis on job site safety. Students will focus on employability skills, problem-solving, trainability, team building, and will work on a tiny house for the homeless. Through hands-on projects students gain experience with the tools, materials and processes of the following trades: Cement and Masonry, Wood Frame Carpentry, Roofing, Siding, Drywall and Painting, Finish Carpentry, Cabinet installation, flooring and countertops.

Culinary Arts
Location: Rainier Beach High School
First Year PM Session Only 12:45-3:15pm
Second Year PM Session Only 12:45 – 3:15pm

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

Firefighting and Emergency Medical Services
Location: Skills Center Building at Washington Middle School
First Year PM Session Only 12:45-3:15pm
Second Year PM Session Only 12:45 – 3:15pm

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

Health Sciences/Medical Assisting
Location: Lincoln High School
First Year AM Option: 8:45 – 11:15am
First Year PM Option: 12:45 – 3:15pm

Second Year AM Option: 8:45 – 11:15am
Second Year PM Option: 12:45 – 3:15pm

CAREER PATHWAY: Health & Human Services
Enter Medical Assisting, a fast-growing medical profession that is part of Allied Health and the Health Sciences career cluster. Students practice the language and skills of doctors and other health professionals, using core knowledge that leads to healthcare and medical assisting occupations. The program uses National HOSA student leadership projects, modules, computer programs, industry standards, college curriculum, and problem-based activities in school and industry settings.

Maritime Vessel Operations
Location: Seattle Maritime Academy in Ballard
Year 1: PM session only 12:45 - 3:15 p.m.

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

Media Arts
Location: NOVA
First Year PM Session Only 12:45 – 3:15pm

CAREER PATHWAY: Technology
In this course, students will gain a wide variety of digital media production skills and begin developing their own Media Arts portfolio. Students will learn the principles of graphic design, website design, animation, audio production, and video production with an emphasis on real-world projects. Read more about Media Arts>

Nursing Assistant
Cross credit available; lab science available
Location: West Seattle High School
First Year AM Option 8:45 – 11:15am
First Year PM Option 12:45 – 3:15pm

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

Teaching Academy/Careers in Education
Location: Franklin High School
First Year PM Session Only 12:45-3:15pm

CAREER PATHWAY: Health & Human Services
This comprehensive course will take you on a journey of exploration into the world and work of teaching and the field of education. Through hands-on learning, this course will provide opportunities to gain experience working in various educational settings and preparation for success in post-secondary teaching programs that may lead to a future career within this high demand career pathway. Following successful completion of this course students may take the instructional assistant test which can lead to career opportunities in Seattle Public Schools including childcare, instructional assistant, teacher, principal, and school counselor.

Video Game Animation and Programming
Location: John Marshall Building
First Year PM Session Only 12:45-3:15pm
Second Year PM Session Only 12:45 – 3:15pm

CAREER PATHWAY: Technology
Create animation and games! Learn sketching and storyboarding in 2D animation and concepts of 3D, learn skills necessary for a career in the animation and gaming industry. The Academy of Interactive Entertainment (AIE) is a leading educator for Computer Game Development and 3D digital media. This college is a star of 3D animation, game design, and visual FX. This course is a great preparation for college and career.
Roosevelt High School
1410 NE 66th St., Seattle, WA 98115
Phone number: (206) 252-4810
Fax number: (206) 252-4811

Email addresses

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</tbody>
</table>
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!