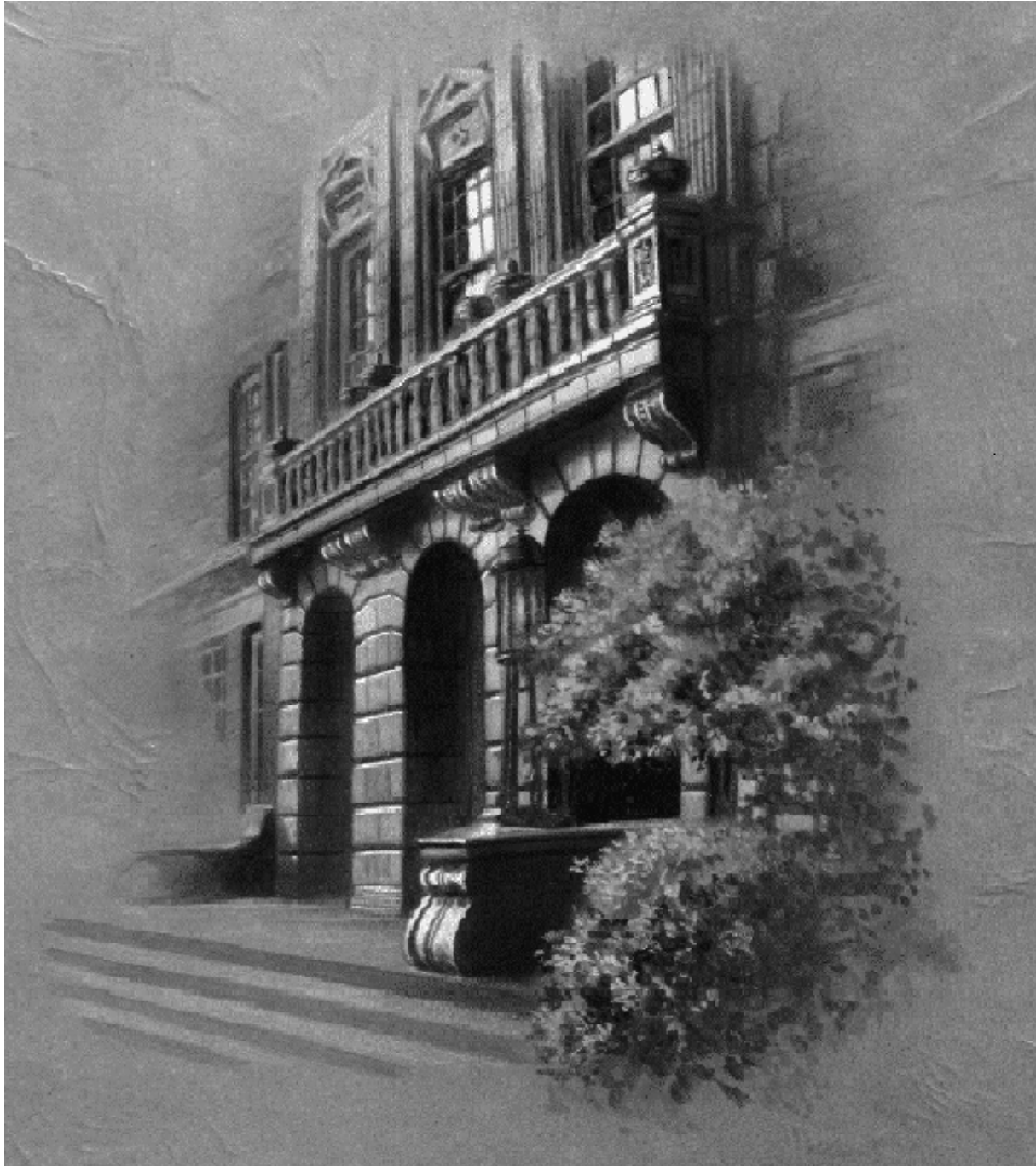


Course Descriptions Roosevelt High School 2025 - 2026



"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 look through 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 you connect with your Roosevelt 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 offers its students a wide variety 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,

Tami Brewer, Principal
Ivory Brooks, Assistant Principal
Rachel Langness, Assistant Principal
Maggie Mattmiller, 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

With careful planning, you can explore personal and career interests and still take the courses needed for your post-high school plan. Your high school counselors want to help you with that planning process. 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.

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. AP and CIHS courses use college-level textbooks and can be academically rewarding but are also academically challenging. Transferring out of an AP course into the non-AP course of the same subject is not possible because of several reasons; the district has a deadline for changing schedules, and because seats are not available in the non-AP equivalent courses (if such course is available).

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

Roosevelt High School Counselors

Carrie Richard (Last name: A–D)

Ron Stuart (Last name: E – Ki)

Courtney Judkins (Last name: Kj - Ri)

Frank Heffernan (Last name: Rj - Z)

[RHS Counseling Center website](#)

[Seattle Public Schools Introduction to High School Course Registration Guide](#)

Roosevelt HS Graduation Requirement Checklist

For the class of 2024 & beyond, [Seattle Public Schools high school graduation requirements](#) :

English – 4 Credits

LA 9A
LA 9B
LA 10A
LA 10B
APLA 1/CIHS LA
APLA 2/CIHS LA
LA 12A
LA 12B

Social Studies – 3 Credits

WH 1
AP Human Geography A
AP Human Geography B
Eth Studies World Hist 3
US 11A
US 11B
American Government

Math – 3 Credits

Algebra 1A
Algebra 1B
Geometry A
Geometry B
Algebra 2A
Algebra 2B or approved 3rd year alternative
(4th year required for college
rep/admissions)

Science – 3 Credits

Phys A
Chem A
Biology A
Biology B
3rd year Science option
3rd year Science option

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)

Fine Arts** – 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:

* 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 Fine Arts program of study

Other Requirements

Washington State History Met
PE Competency Met
High School and Beyond Plan
Service-Learning Hours: 60

State Graduation Pathway

ELA
Math

Advanced Placement (AP) Information

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 an AP exam(s) and if so, will need to order their exams by the beginning of November.

For the current 2024-25 school year, the deadline was November 6, 2024. Current year fees were \$120 per exam. In addition, no late registrations were accepted after November 6, 2024, and a \$40-\$60/exam cancellation fee assessed for any exam order canceled after November 6, 2024, or for a test that was ordered but unused (per College Board policy).

There will be similar deadlines and there may be increases to the fees for the 2025-26 school year. Please be sure to check the SPS link below in September 2025 for the most current information about AP testing for the 2024-25 school year.

AP information with Seattle Public Schools

<https://www.seattleschools.org/departments/assessments/exam-schedule-and-registration>

College Board AP student: <https://apstudents.collegeboard.org/>

Fine Arts: Visual and Performing Fine Arts

All courses carry Fine Arts Elective credit unless otherwise specified.

Visual Arts

Ceramics Beginning

Length/Credit: 1 semester/0.5 credit -per semester

\$50 Materials Fee (Additional fee for clay as needed) - 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

Length/Credit: 1 semester/0.5 credit per semester- Available as CTE or Fine Arts credit

Prerequisite: Ceramics Beginning

Recommendation: Ceramics Beginning with a minimum grade of B

\$50 Materials Fee (Additional fee for clay as needed) - financial assistance is available

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. This course may be repeated for credit.

AP 3-D Art and Design A/B - Ceramics

Length/Credit: Year/0.5 credit per semester - Available as Fine Art credit

Prerequisite: Ceramics Beginning, and Ceramics Advanced -Teacher will review student portfolios and requests to confirm proficiency level and course readiness.

Recommended: A or B grade in Ceramics Beginning, and Ceramics Advanced

PLEASE NOTE – THIS COURSE WILL FOCUS ON CERAMICS.

\$50 Materials Fee + AP fees (if students register for exam) - financial assistance is available

This AP course is an intense college level Ceramics 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 ceramics. 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 the electronic submission of the portfolio for review if the student registers for the AP test.

Drawing & Painting Beginning

Length/Credit: 1 semester/0.5 credit per semester

\$40 Materials Fee - 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

Length/Credit: 1 semester/0.5 credit semester - Available as CTE or Fine Arts credit
Prerequisite: Drawing & Painting Beginning
Recommendation: Drawing & Painting Beg with a minimum grade of B
\$40 Materials Fee - financial assistance is available

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. This course may be repeated for credit.

Photography Beginning

Length/Credit: 1 semester/0.5 credit per semester - Available as Fine Art or CTE credit
\$50 Materials Fee and a working 35-mm film camera - financial assistance is available

Photo Beginning is designed to explore photography as a method of creative visual communication. Students in this course learn basic camera operations and principles of photography such as photo composition, lighting, exposure, and editing.
Please note: Space is limited, with scheduling priority given to upperclassmen.

Photography Advanced

Length/Credit: 1 semester/0.5 credit per semester - Available as Fine Art or CTE credit
Prerequisite: Photography Beginning
Recommended: Photography Beginning with a minimum grade of B or better
\$50 Materials Fee - financial assistance is available

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.

AP 2D Art & Design A/B - Photography

Length/Credit: Year/0.5 credit per semester - Available as Fine Art or CTE credit
Prerequisite: Photography Beginning, and Photography Advanced -Teacher will review student portfolios and requests to confirm proficiency level and course readiness.
Recommended: A or B grade in Photography Beginning, and Photography Advanced
PLEASE NOTE – THIS COURSE WILL FOCUS ON PHOTOGRAPHY ONLY.
\$50 Materials Fee + AP fees (if students register for exam) - financial assistance is available

This AP course 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 the electronic submission of the portfolio for review if the student registers for the AP test.

Performing Arts—Music - Band

Concert Band A/B

Length/Credit: Year/0.5 credit per semester

ASB card required – Financial assistance is available

This year-long performing ensemble is for 9th grade students who play woodwind, brass, and percussion instruments. Students develop skills in tone production, phrasing, rhythmic and aural acuity, and advance technical skills associated with their 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

Length/Credit: Year/0.5 credit per semester - Available as Fine Art or CTE credit

Prerequisite: Concert Band

ASB card required - Financial assistance is available

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, and advanced technical skills associated with their instrument, 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.

Wind Ensemble A/B

Length/Credit: Year/0.5 credit per semester - Available as Fine Art or CTE credit

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

ASB card required - Financial assistance is available

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. This course may be repeated for credit.

Jazz Band Advanced A/B

Length/Credit: Year/0.5 credit per semester - Available as Fine Art or CTE credit

Prerequisite: Spring Audition

ASB card required - Financial assistance is available

This advanced 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. This course may be repeated for credit.

Percussion Ensemble A/B

Length/Credit: Year/0.5 credit per semester

Prerequisite: Audition necessary due to limited space - Priority given to advanced musicians.

ASB card required - Financial assistance is available

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 25 students.

Percussion Ensemble Advanced A/B

Length/Credit: Year/0.5 credit per semester

Prerequisite: Percussion Ensemble A/B or instructor approval. Audition necessary due to limited space - Priority given to advanced musicians.

ASB card required - Financial assistance is available

Students in this course learn advanced skills and technique on pitched and non-pitched instruments. Students participate in 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. Enrollment will be restricted due to limited space.

Performing Arts—Music - Orchestra

Concert Orchestra A/B

Length/Credit: 1 semester/0.5 credit per semester - Available as Fine Art or CTE credit

ASB card required - Financial assistance is available

This year-long performing 9th grade 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.

This course may be repeated for credit.

Chamber Orchestra A/B

Length/Credit: Year/0.5 credit per semester - Available as Fine Art or CTE credit

Prerequisite: Audition

ASB card required - Financial assistance is available

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. This course may be repeated for credit.

Symphony Orchestra A/B

Length/Credit: Year/0.5 credit per semester - Available as Fine Art or CTE credit

Prerequisite: Spring Audition

Recommended: 1 year of Concert or Chamber Orchestra

ASB card required - Financial assistance is available

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. This course may be repeated for credit.

Performing Arts—Music - General

Piano Lab 1

Length/Credit: 1 semester/0.5 credit per semester

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

Length/Credit: 1 semester/0.5 credit per semester

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.

Music Survey

Length/Credit: 1 semester/0.5 credit per semester

Are you a lover of music (ALL genres!) but maybe not a maker of music? Students in this course explore a diverse repertoire of musical styles while building foundational music skills, theory, historical perspectives, and performance and listening skills. This is a one-semester course with no pre-requisite. Come join a community of music fans where you can connect with others who love similar artists as you, learn the basic of playing a variety of instruments, as well as the handy life skill of reading music!

Performing Arts—Theatre

Theatre Beginning

Length/Credit: 1 semester/0.5 credit per semester

Enjoy games, almost no homework, and learning skills you can apply to any career field? If so, this introductory course is for YOU and 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, audition practice, and scene study. All are welcome, no previous theatre experience needed.

Theatre Intermediate

Length/Credit: 1 semester/0.5 credit per semester

Pre-requisite: Theatre Beginning or teacher approval

This intermediate course is paired with Theatre Advanced and explores the art of creating character and commanding the attention of an audience during performance. The course includes the opportunity to write your own play (or write one with a friend), professional blocking and directing, and preparing a “Variety Show” full of improv comedy, stage combat, and more! Students utilize self-direction to collaborate in small groups and an openness to critical feedback and reflection. This course may be repeated for credit.

Theatre Advanced

Length/Credit: 1 semester/0.5 credit per semester

Prerequisite: Beginning Theatre, Theatre Intermediate or Teacher approval.

This advanced course is paired with Theatre Intermediate and expands exposure to contemporary and classic material and explores specialized acting skills. In addition to producing a scripted, devised, or original adaptation production for the community, this course includes topics such as advanced acting methods, resume development, and movement-based acting techniques. Each year Theatre Advanced will tackle a different production style and is designed to be repeated for credit in grades 10, 11, and 12.

Theatre Directing

Length/Credit: 1 semester/0.5 credit per semester - Available as Fine Art or CTE credit

Prerequisite: Theatre Beginning, Theatre Intermediate, Theatre Advanced or Tea. permission

ASB card Required - Financial assistance is available

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. Students in this class produce the annual Dramafest festival of student-directed one act plays!

Musical Theatre Production

Length/Credit:1 semester/0.5 credit per semester - Available as Fine Art or CTE credit

Prerequisite: Audition in Dec.

ASB card required - Financial assistance is available

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. This course may be repeated for credit.

Theatre Play Production

Length/Credit: Year/0.5 credit per semester - Available as Fine Art or CTE credit

Prerequisite: Fall Run Crew Sign Up or Actor Audition

ASB card required - Financial assistance is available

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

Dance Beginning

Length/Credit: 1 semester/0.5 credit per semester - Available as Fine Art or PE credit (as Lifetime Activity)

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 and the course will appear as "Lifetime Activity" on their transcript.

Dance Advanced

Length/Credit:1 semester/0.5 credit per semester - Available as Fine Art or PE credit (as Lifetime Activity)

Prerequisite: Dance Beginning

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

Technical Theatre 1 A/B

Length/Credit: 1 semester or year/0.5 credit per semester - Available as CTE or Fine Art credit

Students will concentrate on the major areas of theatre technology and production. Students will learn how to research and design sets and scenery, design lights and sound and learn about the roles of Stage Manager, Production Manager and House Manager. Students will learn about all areas of technical theatre and specialize in one or two areas. Behind-the-scenes stage experience will be acquired through the production of 2-3 shows during the year.

Technical Theatre 2 A/B

Length/Credit: Year/0.5 credit per semester - Available as CTE or Fine Art credit

Prerequisite: Technical Theatre 1B

Technical Theatre 2A and 2B is a year-long production-oriented course for students who have completed Technical Theatre 1A and 1B during a prior year. Students will concentrate on the major areas of theatre technology and production. Students will explore advanced set design and construction techniques, the creative process involved in translating a script into a visual design, and the essentials of developing costumes, props, lighting, and sound designs. All students will acquire behind-the-scenes stage experience through the production of 2-3 shows during the year. Some afternoon and evening work is required in addition to in-class production work. Students who complete the course can pass an operations test with the district and can become employed by the district to work in the Performing Arts Centers.

This course may be repeated for credit.

Costume Design 1 A/B

Length/Credit: year/0.5 credit per semester - Available as Fine Art or CTE credit

Costume Design 1A/B is an entry level Exploratory course open to all students interested in learning the art of costume design and construction. The 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.

Costume Design 2 A/B

Length/Credit: year/0.5 credit per semester - Available as CTE credit

Prerequisite: Completion of Costume Design 1 A/B

Costume Design 2A/B is a Preparatory course following Costuming 1A/B open to all students interested in deepening skills in the art of costume design, costume construction, hair, and makeup design. The course gives real world applications to reveal character and story through costume, hair, and makeup choices in realized (not theoretical) school theatre productions. Students use character and script analysis and director concepts to develop design concepts. Students collaborate to develop skills in design, drawing, pattern and draping to build costumes. Students engage in more complex practices in design, drawing, using patterns, draping, alterations, and sewing. Students in this course collaborate with designers and directors to design and build costumes for school theatre productions. This course may be repeated for credit.

Business and Technology Education

All courses carry CTE elective credit unless otherwise specified.

Business and Marketing

Accounting 1

Length/Credit: 1 semester/0.5 credit per semester

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

Length/Credit: 1 semester/0.5 credit per semester

Prerequisite: Accounting 1

Concurrent college credit option available through North Seattle College

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 concurrent college credits (equivalent of Accounting 101) at North Seattle College.

Business Law I

Length/Credit:1 semester/0.5 credit per semester

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

Length/Credit:1 semester/0.5 credit per semester

Prerequisite: Business Law I

Concurrent college credit option available through North Seattle College

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 concurrent college credits (equivalent of Business Law 201) at North Seattle College.

Business Management A

Length/Credit: 1 semester/0.5 credit per semester

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

Length/Credit: 1 semester/0.5 credit per semester

Prerequisite: Business Management A

Concurrent college credit option available through North Seattle College

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 by writing a 20-page International Business Plan. 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 concurrent college credits (equivalent of Business 101) at North Seattle College.

Marketing 1

Length/Credit: 1 semester/0.5 credit per semester

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 real world projects and work in the Green and Gold Exchange (student store). Students in Marketing are encouraged to become members of DECA and are eligible for leadership opportunities, scholarships, travel, and fun beyond the classroom with little to no homework outside of the classroom.

Marketing 2

Length/Credit: 1 semester/0.5 credit per semester

Prerequisite: Marketing 1

Concurrent college credit option available through North Seattle College

Extend your learning from Marketing I! Students in Marketing 2 will grow their skills while creating an advanced 20-page project and serve as Managers of the Green and Gold Exchange Student Store in roles such as human resources, operations, sales, finance, legal, and more. Students who earn an A or B in both Marketing 1 and 2 will earn 5 concurrent college credits at North Seattle College.

Information Technology - Computer Science

AP Computer Science Principles 1/2

Length/Credit: Year/0.5 credit per semester – Available as CTE or Science Credit

Ever wanted to make your own mobile apps? Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital to success across multiple disciplines. Students will design and program interactive applications for mobile devices. The course is not programming intensive. Instead fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Emphasis will be placed on systematic problem-solving and logical thinking. This class is designed to help prepare students for completing the AP Computer Science Principles exam (optional).

AP Computer Science A1/A2

Length/Credit: Year/0.5 credit per semester - Available as CTE or Science credit

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.

STEM - 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

Length/Credit: Year/0.5 credit per semester

Lab fee: \$25.00 - Financial assistance is available

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

Aerospace Engineering—PLTW

Length/Credit: Year/0.5 credit per semester

Recommended: Intro to Engineering Design

Lab fee: \$25.00 - Financial assistance is available

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

Length/Credit: Year/0.5 credit per semester

Recommended: Intro to Engineering Design

Lab fee: \$25.00 - Financial assistance is available

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

Length/Credit: Year/0.5 credit per semester

Recommended: Intro to Engineering Design

Lab fee: \$25.00 - Financial assistance is available

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

Length/Credit: Year/0.5 credit per semester

Recommended: Intro to Engineering Design

Lab fee: \$25.00 - Financial assistance is available

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

Length/Credit: Year/0.5 credit per semester

Recommended: Intro to Engineering Design and two specialization courses

Lab fee: \$25.00 - Financial assistance is available

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

Length/Credit: Year/0.5 credit per semester

Recommended: Intro to Engineering Design

Lab fee: \$25.00 - Financial assistance is available

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

Length/Credit: Year/0.5 credit per semester

Recommended: Intro to Engineering Design and teacher permission

Lab fee: \$25.00 - Financial assistance is available

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

Note: Students seeking more options to earn CTE credits should look in the World Language, Visual and Performing Arts, Family and Consumer Science and Science departments as well.

Family and Consumer Science

All courses carry CTE credit

Culinary

Baking and Pastry

Length/Credit:1 semester/0.5 credit per semester

Want to impress your friends and your 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. Space is limited with scheduling priority given to upperclassmen.

Culinary Arts 1 A/B

Length/Credit: Year/0.5 credit per semester

Prerequisite: Baking and Pastry, or Nutrition Wellness, and Grade level 10,11, or 12

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

Space is limited with scheduling priority given to upperclassmen.

Nutrition Wellness

Length/Credit:1 semester/0.5 credit per semester

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.

General

Independent Living

Length/Credit:1 semester/0.5 credit per semester

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.

Psychology

Psychology 1

Length/Credit: 1 semester/0.5 credit per semester

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 PSYCH 1/2 (College in the Highschool)

Length/Credit: Year/0.5 credit per semester

Recommended (highly): completion of Biology A/B and Geometry A/B

Psychology 101 (College in the High School) is a very rigorous full-year college level course. The purpose of the course 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 register with UW. (See below)

This class is taught in conjunction with Psychology 101. 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.

General Electives

These courses carry various credit (noted for each course). Those with Language Arts credit will count as a general elective but will not fulfill Language Arts requirements for graduation.

Career Connect 1

Length/Credit: 1 semester/0.5 credit per semester - Available as CTE credit
Fee \$20 (once per year) - Financial assistance is available

Think about it. The average person spends at least 30% of their time each day at work. Finding a career that will satisfy you in your work life is probably high on your list of priorities. The first step in the career search process starts with connecting to a pathway of interest. During this semester long course, you will identify and examine your motivators, dependable strengths, experiences, skills, personality, values, and needs that affect choosing and/or making career and life decisions. Discover your best fit career pathways and design an action plan. Benefits of this course include acquiring marketable skills, exploring career goals, learning to work with others, and gaining self-confidence. This course is intended for 9th and 10th graders. If interested, 11th and 12th graders should contact their counselor about registering for this course.

Career Connect 2

Length/Credit: 1 semester/0.5 credit per semester - Available as CTE credit
Fee \$20 (once per year) Financial assistance is available

This semester long course is designed to teach you the processes and strategies involved with successful career management. Whether you're contemplating starting a career, trying to choose a career path, or are looking to make changes or improvements to your career goals, this course will provide you with the information you need on your way to achieving success. During Career Connections 2 you will take part in several work-based learning opportunities - including extended job shadows and brief internships and demonstrate a deeper understanding of job readiness including branding yourself on social media, entrepreneurship, interviewing skills, and how to prepare for the first day on the job.

This course is intended for 11th and 12th graders. If interested, 9th and 10th graders should contact their counselor to discuss registering for this course.

Journalic Writ Newsp (Newspaper)

Length/Credit: Year/0.5 credit per semester - Available as general elective LA credit

The Roosevelt News is a student-run publication that aims to present factual, balanced 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 writing, photo / graphics, thinking and leadership skills as they produce Roosevelt's award-winning newspaper and online content. This is a year-long course. Please note that while we have a lot of fun producing the paper, deadlines in this course are strict, because publication deadlines must be met. Students requesting this course will receive

an application via school email.

Publishing Yearbook 1 (Annual)

Length/Credit: Year/0.5 credit per semester - Available as CTE credit

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)

Length/Credit: Year/0.5 credit per semester - Available as CTE credit

This is a yearlong course that examines three questions:

What defines a successful leader?

How do leaders create a vision that others follow?

What type of leader are you now and what type do you want to be?

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

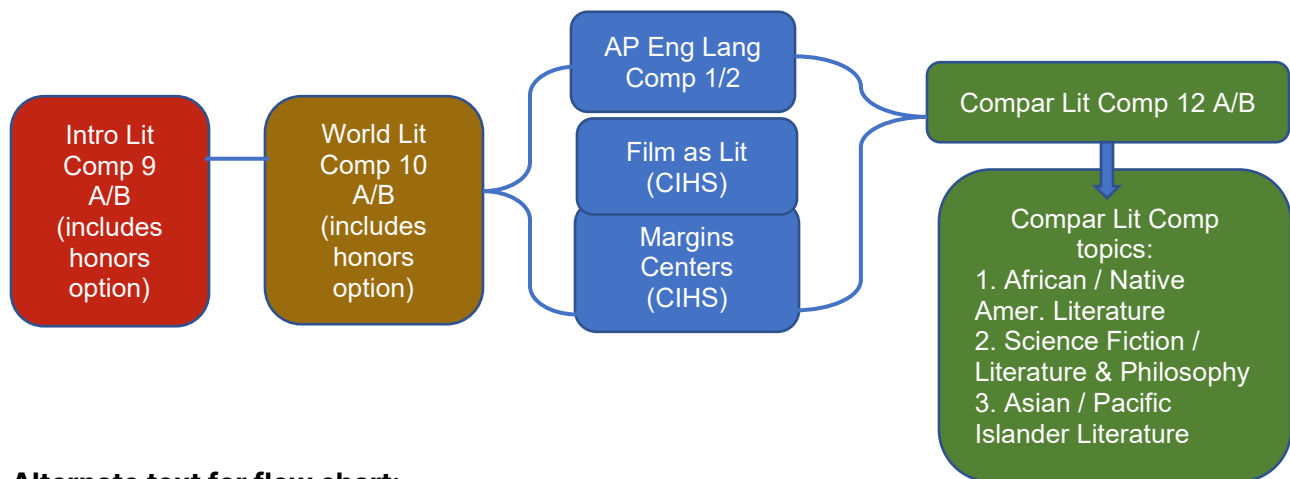
Language Arts

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.

SPS Language Arts Course Sequence to meet graduation requirements



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 take one of the following four courses: AP Eng Lang & Comp 1/2, Margins Centers (CIHS), or Film as Lit (CIHS).**
- **After completing one of those four courses, students will take Compar Lit Comp 12 A/B. Students will request their choice from the following three topic groups: African and Native American Literature, Science Fiction and Literature Philosophy, and Asian and Pacific Island Literature.**

Ninth grade

Intro Lit. Comp. 9 A/B (includes Honors option)

Length/Credit: Yearlong / 0.5 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. Students who complete freshman year will be prepared for the rigorous approach found in the 10th grade World Lit Comp A/B course.

Tenth grade

World Lit Comp. 10 A/B (includes Honors option)

Length/Credit: Year/0.5 credit per semester

This yearlong course surveys Global Literature as a link to the 10th grade curriculum taught in the Social Studies Department. Students will read fiction, poetry, essays, and personal narratives that reveal the depth of the global human experience. One essential focus will be on the discovery and the practice of what makes a good community. Students continue to master four cornerstones identified as necessary preparation for higher level writing found in Language Arts Options and post-secondary studies.

Eleventh grade

AP Eng Lang and Comp 1/2 (Advanced Placement)

Length/Credit: Year/0.5 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 are expected to complete this course (or a CIHS course) to qualify for graduation.

Hands for a Bridge Program – 11th Grade Only

Length/Credit: Year/0.5 credit per semester

10th grade 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.

This course will appear as AP Eng Lang Comp 1/2 on the student’s transcript.

C Lit 240 Film as Lit (College in the High School)

Length/Credit: Year/0.5 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)

Length/Credit: Year/0.5 credit per semester

This course is collaboratively taught and overseen by the University of Washington and students can earn 5 UW credits, if 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.

Twelfth grade

Comparative Lit and Composition 12 A/B

Length/Credit: Year/0.5 credit per semester

Comparative Literature and Composition 12 is a year-long course that synthesizes critical reading and writing skills from previous years, focusing on texts that cross a wide range of genres, and embody a high level of thematic and technical complexity. The course prepares students to grapple with the rigors of comparative analysis they will encounter in college. Readings, both classical and contemporary, fiction and non-fiction, represent a diverse range of authentic voices and showcase an assortment of themes. They are also sufficiently complex to lend themselves to literary analysis. The texts allow students to build on critical interpretive skills they have encountered in previous years of study. At the conclusion of the course students analyze literature in depth, allowing them critical perspective with which to examine complex texts beyond high school. Students demonstrate the ability to identify and analyze how similar themes developed in two different pieces of literature. Students analyze universal themes, such as justice, individuality, and community, through archetypal stories that span genres. Through a structured progression of topics, students gain knowledge and skills that enable them to read and write with a purpose and understand how authors use texts to illuminate similarities and differences within the human experience. Additionally, students analyze style and structure in fiction and non-fiction texts and how it affects meaning. They also understand and analyze how historical and cultural movements provide context for literature and recognize how archetypes function in a variety of literary texts. At the fundamental core of this approach is an understanding that students read for depth, recognizing the differences between reading for entertainment and reading for education. As for writing skills, students write essays that synthesize materials by comparing two complex literary texts. Approaching the writing process independently, they clearly and intentionally consider audience, purpose, and form for a variety of writing tasks. Students

will bring engaged critical thinking and inquiry to all class discussions and give frequent, effective presentations, formal and informal, designed to engage and instruct. Students can choose between two topic areas:

NOTE: During February registration, students must use the link or QR Code below to submit their topic request! Students registering in the Spring or Summer should circle their topic preference on the course option worksheet.



<https://forms.office.com/r/qAihHUA6st> or

Topic 1: Philosophy and Science Fiction Literature focuses on a wide range of texts, such as short stories, poetry, novels, nonfiction, and crosses geographic and cultural boundaries as well. In this course, we will learn about the genre of science fiction, as well as how science fiction writers and artists have used the genre to explore the nature of reality, theories of knowledge, ethical questions, and aesthetic possibilities. This class will provide you with opportunities to engage in meaningful conversation around these topics, as well as readings and other texts to broaden your perspective in these conversations. In addition to improving your skills as a reader and writer, our goal is to build a reflective, positive, and engaging space together.

Topic 2: African and Native American Literature. 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.

Topic 3: Asian and Pacific Island Literature.

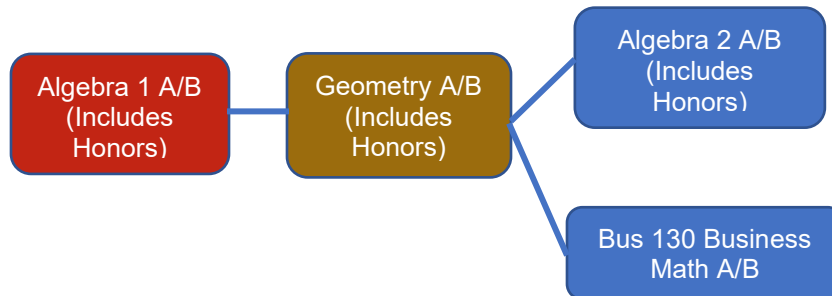
This course in Asian and Pacific Island American Literature will explore poetry, short fiction, novels, and various forms of mass media. The term "Asian and Pacific Islander" refers to a vast and diverse region with a diverse range of histories, cultures, and traditions that, despite their shared racial categorization, reflect unique experiences. This diversity is also evident in the United States, where successive waves of immigration, labor practices, assimilation attempts, and shifting prejudices have shaped the often-complex journey of becoming Asian and Pacific Island American. Even for writers born and raised in the U.S., the experience of navigating multiple cultural worlds offers a unique perspective that adds depth to their writing. The course will focus on race and gender as central themes, exploring the pain and beauty of crafting a racialized and gendered self in the face of cultural expectations, stereotypes, and limitations. Our readings will primarily focus on contemporary literary texts (post-1945) and will feature authors from a variety of Asian and Pacific Island backgrounds, including those of Japanese, Chinese, Filipino, Vietnamese, Korean, Indian, Native Hawaiian, Samoan, Marshallese, and other descents. We will also engage with relevant theory, criticism, and historical documents to deepen our understanding.

Math

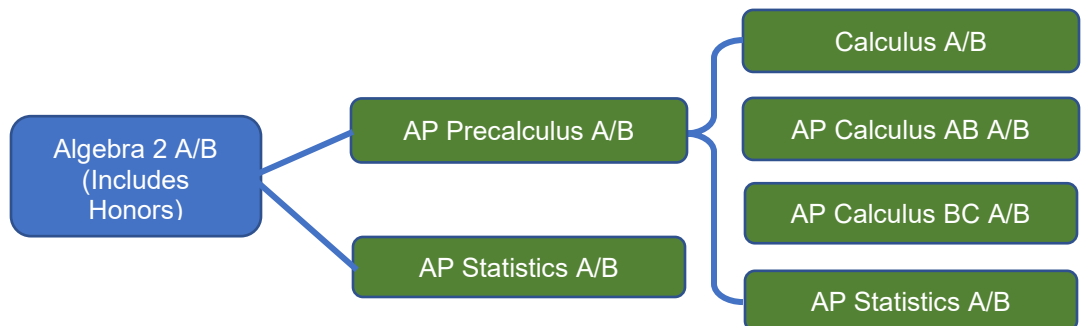
All Math courses carry Math credit

SPS Math Course Sequence to meet graduation requirements.

(Please note that these are not specific to a grade level but are specific in their sequence. Math Elective options can be selected once Algebra 2 or Algebra 2 Honors has been completed.) Students selecting the 3rd year option of Bus 130 Business Math A/B will not have 4th year Math elective options.



Below are the additional elective options that are available after Algebra 2 (or Algebra 2 Honors) has been completed.



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 or Bus 130 Business Math A/B.
- Upon completion of Algebra 2 A/B, students can take AP Precalculus A/B or AP Statistics A/B.
- Upon completion of AP 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 during the first two years of high school. 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 only 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

Algebra 1 A/B, Geometry A/B and Algebra 2 A/B are taught as integrated honors courses with all students having the opportunity to learn more and earn honors credit together in the same class. Assessments are differentiated between honors and core. Additional projects and problems will be assigned during the course, along with the standard curriculum. The course teacher will determine the honors requirements in collaboration with other teachers teaching the same course. Course title and credit are converted to Honors at the end of each semester for which Honors is earned. There are no separate honors courses. AP Precalculus, AP Statistics, AP Calculus AB, AP Calculus BC, and Calculus do not have an integrated honors option.

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.

Algebra 1A/B (includes Honors option)

Length/Credit: Year/0.5 credit per semester

Algebra 1A/B begins with one-variable statistics, focusing on data collection, display, distribution, and interpretation. Students then explore linear equations, inequalities, and systems before extending their knowledge to two-variable statistics, including scatter plots, lines of best fit, residuals, and correlation coefficients. The course continues with an introduction to functions, including function notation, domain, range, and average rate of change, followed by linear, piecewise, exponential, and quadratic functions. The course concludes with a focus on quadratic equations, where students model relationships, solve problems, and deepen their understanding of rational and irrational solutions.

Geometry A/B (include Honors option)

Length/Credit: Year/0.5 credit per semester

Prerequisite: Algebra 1 A & B

In this course, students begin by making conjectures and observations, starting with compass and straightedge constructions. They build on prior knowledge of transformations to prove triangle congruence and similarity theorems and apply these to quadrilaterals and other figures. Students also explore right triangle trigonometry and derive volume formulas while studying the effects of dilation on area and volume. They then connect algebra and geometry through coordinate geometry, using transformations and the Pythagorean Theorem to derive equations of geometric shapes. The course ends with an introduction to radian measure and probability, including independent events.

Algebra 2A/B (includes Honors option)

Length/Credit: Year/0.5 credit per semester

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

This course begins with a study of sequences, revisiting linear and exponential functions, and explores polynomial functions and their graphs. Students work with polynomials, rational functions, and use identities to derive the formula for the sum of a geometric sequence. Next, they extend exponent rules to include rational exponents, solve equations with square and cube roots, and introduce complex numbers to solve quadratic equations with non-real solutions. Students then study exponential functions, logarithms, and continuous growth modeling with the number e . They also learn to transform functions graphically and algebraically and explore periodic functions using the unit circle. The course concludes with statistical inference, analyzing data using normal distributions, accounting for variability, and estimating population parameters through sampling and simulations.

Business 130 Business Math A/B

Length/Credit: Year/0.5 credit per semester

Business Math 130 provides instruction and review of basic math functions to prepare students for business classes. Ratio-proportion, percentages, estimating, basic algebra, trade/cash discounts, promissory notes, credit terms and other consumer related

activities are covered. Although this course does not fulfill the math requirement for four-year College or University degrees, it does fulfill the math requirement for high school graduation and many two-year Associate in Technical Arts (ATA) degrees. Some of those include (but are not limited to): Accounting, Business Information Technology, Business Management, Construction Management, Culinary Arts, Horticulture, Hospitality and Tourism, Medical Information Technology, Paralegal.

Passing BUS 130 fulfills the SBAC testing requirement, as a Graduation Pathways course, as it is a college class offered in the high school; also known as a CHS course.

If enough students want to receive Edmonds College credit, they will be given the opportunity to begin their college transcripts. It is not required to pay for credits, but an option.

AP Precalculus A/B

Length/Credit: Year/0.5 credit per semester

Prerequisite: Algebra 2 A/B

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

Calculus – A/B

Length/Credit: Year/0.5 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.

AP Calculus AB – A/B

Length/Credit: Year/0.5 credit per semester

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

\$25 Fee - Financial assistance is available

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

Length/Credit: Year/0.5 credit per semester

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

\$25 Fee - Financial assistance is available

AP Calculus BC is designed to be equivalent to a two-semester college calculus course. Each semester has an Advanced Placement designation and qualifies for an extra 1.0 GPA quality point. In this course, students build on prior knowledge to understand the concept of a limit. Students learn techniques for determining limits, and how to evaluate limits for functions that are not continuous. Students consider what an instantaneous rate of change at a point means, and from this develop the definition of a derivative. Students find derivatives of the many function types they have studied in previous courses. They develop a toolbox of methods for determining the derivative of different function types. Students apply derivatives to understand the relationships between position, velocity, and acceleration, and to related rates. Students analyze key features of functions through analyzing their derivatives. Students develop the understanding of an integral through approximation of area and accumulation of change. Students apply the Fundamental Theorem of Calculus to integrate functions. Students learn advanced techniques such as integration by parts, using partial fractions, and improper integrals.

In the second semester, students study and learn to solve differential equations, including using Euler's method and logistic models. Students consider the applications of integration to find area under a curve, volumes of 3-dimensional solids, and arc length. Students apply differentiation and integration to parametric equations, vector-valued functions, and polar curves. Students study infinite sequences and series and determine whether they converge or diverge. Students understand how power series, including Taylor and Maclaurin series, and functions are related.

Students enrolled in AP Calculus may register to take the AP Calculus exam.

AP Statistics A/B

Length/Credit: Year/0.5 credit per semester

Prerequisite: Algebra 2 A/B

This course introduces 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

Length/Credit: 1 Semester/0.5 credit per semester

Personal Fitness is a foundational course geared toward 9th graders and students enrolling in their first PE class.

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

Length/Credit: 1 Semester/0.5 credit per semester

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! Lifetime Activities focuses on activities that anyone can use throughout their lifetime. This class will center around yoga postures and poses but also include a variety of leisure activities such as walking, light strength training, and if possible, activities such as badminton, table tennis and frisbee golf; all intended to help you destress, improve physical fitness, and enhance your school day. This course can be taken more than once. Students interested in Dance but need a PE credit should sign up for Dance.

Team Sports 1/2

Length/Credit: 1 Semester/0.5 credit per semester

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, team handball, basketball, softball, and, volleyball, along with badminton, pickleball and 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)

Length/Credit: 1 Semester/0.5 credit per semester

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! Don't get confused though, weight training is much more than moving weights, it's about building strength both physically, mentally, and emotionally. 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)

Length/Credit: 1 Semester/0.5 credit per semester

Prerequisite: Successful completion of Weight Training & Conditioning 1

This one semester course concentrates on Student Athletes who are training off-season for their sports. 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 utilize the weight room after school. This class can be taken more than once.

Adaptive PE

Length/Credit: 1 Semester/0.5 credit per semester

Do you have a passion for helping others? Maybe you are considering a career in teaching or health care services? 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. This class can be taken more than once.

Health

Health

Length/Credit: 1 Semester/0.5 credit per semester - Available as Health credit

This is a required course for all in-coming freshman, any transfer students will also be required to take it during their first year at Roosevelt if they haven't already completed it. 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, discussions, and student presentations or reports. Class may also include occasional light physical activity. This class meets the Washington State requirements for HIV/AIDS education. All students who request Health will select this course during registration.

Family Health

Length/Credit: 1 Semester/0.5 credit per semester - Available as CTE credit

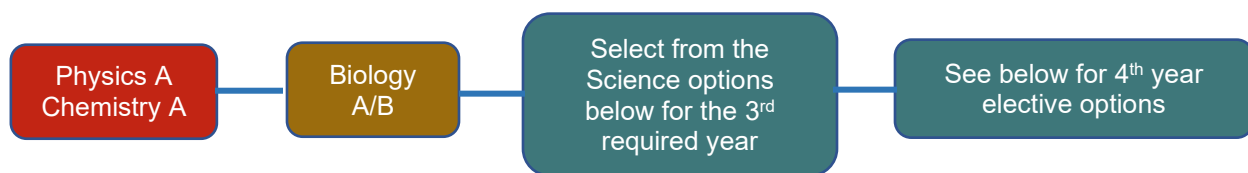
This is the same course as Health but may be used based on the teacher's specific area endorsement. This class meets the Washington State requirements for HIV/AIDS education and requires participation in fitness and health related projects and discussions. This course may be used as part of the CTE Graduation Pathway. Students may not select this during registration.

Science

All courses carry Science credit unless otherwise specified.

All science courses are laboratory courses. An optional course donation is requested to cover laboratory supplies. Because of the laboratory nature of science classes, they are not offered by contract. Our curriculum is based on the [Next Generation Science Standards\(NGSS\)](#) that were adopted by Washington State in 2013.

Students take the first two courses in the core SPS pathway and choose another course for the required 3rd year and then can add a 4th year Science as an elective if desired.



It is highly recommended for college preparation that students take an additional full year of Chemistry and/or a full year of Physics in their 3rd and 4th years at high school.

*Note: Be sure to check the prerequisites for the 3rd and 4th year courses, prior to Registration. Some can only be taken after completing other courses.

3rd year & Advanced Science options

NW Geology/NW Ecology	Chemistry Honors B/C *
Physics B/Chemistry B	AP Environmental Sci 1/2
Physics Honors B/C	AP Physics C 1/2 *
Systems Medicine B/C	Biotech Genetics 1/2

Alternate text is provided for the flow chart.

- To meet the graduation requirement for three years of Science, upon completion of Physics A/Chemistry A, students take Biology A/B.
- Upon completion of Biology A/B, students choose from the available Science options for their third year.
- Students may elect to take an optional fourth year of Science and may choose from the available Science options.

Ninth Grade

Physics A/Chemistry A

Length/Credit: Year/0.5 credit per semester

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

In the first semester, students will develop basic scientific models of electrostatic charge, current electricity, magnetism, and waves. These models will explain the interaction of charged and neutral objects, the interactions of magnets, magnetic metals, the relationship between electric currents and magnetic fields, properties of waves, interaction of waves, and electromagnetic waves. Students will refine their science and engineering skills within the context of this course.

In the second semester, students will develop a scientific model of fission, fusion, and radioactive decay, structure of atoms and compounds, forces between particles, and model simple chemical reactions. Students will also study properties of elements and the way stars produce elements. Students will refine their science and engineering skills within the context of this course.

Tenth Grade

Biology A/B

Length/Credit: Year/0.5 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 Biology A, students will focus on processes that transform matter and energy at multiple scales including combustion, photosynthesis, cellular respiration, digestion, and biosynthesis. Students will consider matter cycling and energy flow through ecosystems and the impacts of carbon cycling and climate change.

Biology B includes a focus on processes that transfer information through systems at multiple scales including mitosis, gene regulation, protein synthesis and meiosis and how these processes impact growth, response to environment, expression of traits and frequency of traits in family trees. At the large-scale students explore variation in populations, change in populations over time and factors that affect the biodiversity of an ecosystem.

Throughout each unit, students share their prior knowledge and ask questions about the unit phenomena. Students will refine their science skills within the context of an engaging storyline to explain a phenomenon.

Additional Science courses for the required 3rd year and as a 4th year elective.

All students must have met the graduation requirement for Physics A/Chemistry A and Biology A/B prior to selecting any of the following courses. **Courses are listed alphabetically.**

AP Environmental Sci 1/2

Length/Credit: Year/0.5 credit per semester - Meets grad. requirements for both Science/CTE

Recommended: 'C' or better in Biology

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. The course is designed using the materials provided by College Board and is intended to be equivalent to a college-level course. The course prepares students for the College Board Advanced Placement exam in the spring, but that exam is not required, nor is it part of the course's grade. Please see the College Board website for additional information.

AP Physics C 1/2

Length/Credit: Year/0.5 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). It is also recommended that students interested in taking this course have shown above-average effort and achievement in their math and science classes.

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.

The course is designed using the materials provided by College Board and is intended to be equivalent to a college-level course. The course prepares students for the College Board Advanced Placement exam in the spring, but that exam is not required, nor is it part of the course's grade.

Biotech Genetics 1/2

Length/Credit: Year/0.5 credit per semester - Meets graduation requirements for both Science/CTE

Recommended: 'C' or better in Biology

Biotech Genetics is a year-long course aimed at providing students with real and practical experience in biotechnology laboratory techniques. Through a series of in-class labs students will explore how to analyze DNA, how our environment can change what parts of our DNA is used, how we can change DNA, and how we can manufacture the products of gene expression (proteins). Students will discover how our immune system works, how we can personalize medicine based off our genetics, and how we can trace DNA through populations. Emphasis will be on the three bioethical principals of respect for persons, maximizing benefit/minimizing harm, and justice with a particular focus on the inequities

present in the criminal justice system and the use of biotechnology to prevent or diagnose and treat disease. Excellent preparation for HOSA competitions (optional). Earning a C or better in this class will earn you transferrable college credits at Shoreline Community College.

HOSA-Future Health Professionals is a global student organization aimed at increasing students' interest and engagement in health professions. Members attend conferences, participate in competitions, gain access to exclusive scholarships and job boards, and become leaders in the global health community.

Chemistry B/C Honors

Length/Credit: Year/0.5 credit per semester

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

Length/Credit: Year/0.5 credit per semester

NW Geology is a lab science course devoted to the study of how matter and energy are transformed on and inside the Earth and how the changing geology has resulted in our local environment. Topics include local geologic hazards, the composition of earth, rocks and minerals, and the geologic history of the Puget Sound region. How our local geology was transformed during the last ice age, why we have volcanic mountains, numerous earthquake faults and frequent landslides. Other topics: plate tectonics, major Seattle earthquakes, Puget Sound tsunamis, landslides, our regions earthquake fault systems. NW Ecology is a lab science course devoted to the study of how living organisms are connected to their environment with a special focus on our local Pacific Northwest ecosystem. Topics include local environmental issues and ecosystems, including plants, animals, fungi, and microscopic populations. As part of this course, you will be working outside in two gardens here at school. You will grow your own food, learn about soil ecology, local green spaces and environmental issues surrounding urban areas. This course includes mandatory fieldwork and field trips. You will be expected to work with your hands outside as well as in the classroom.

Physics B/C Honors

Length/Credit: Year/0.5 credit per semester

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

In the first semester, students will study energy transfers and conversions, conservation of energy, Newton's Laws of Motion, conservation of momentum, gravitation, and Coulombs 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.

Chemistry B/ Physics B

Length/Credit: Year/0.5 credit per semester

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

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

In the second 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.

Systems Medicine A/B

Length/Credit: Year/0.5 credit per semester - Meets grad. requirements for both Science/CTE

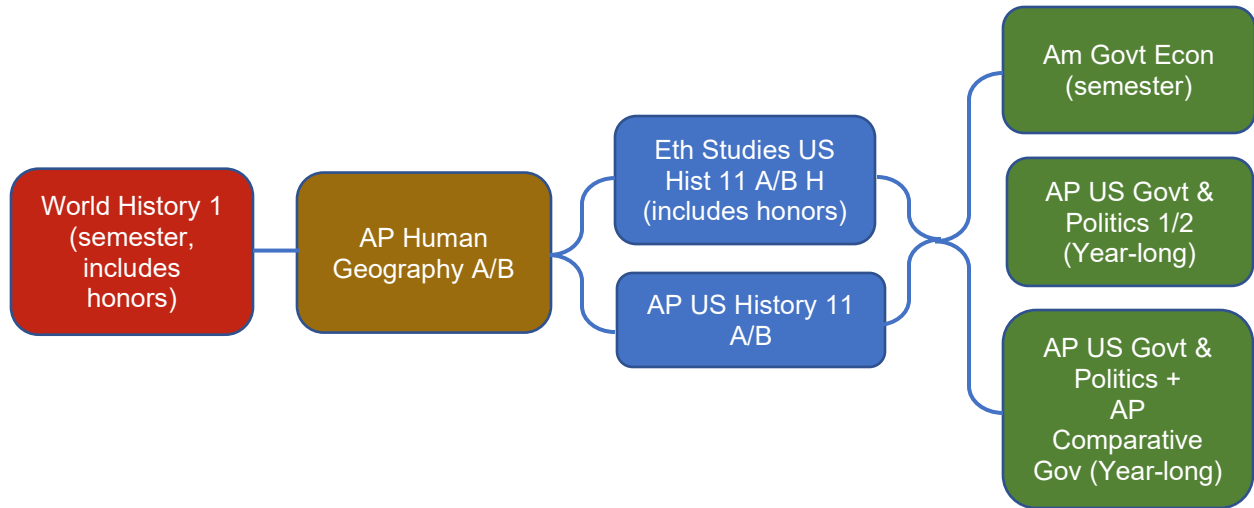
Systems Medicine is a year-long exploratory course in which students actively engage in a series of hands-on laboratory, computer-, and community-based units focused on optimizing an individual's wellness and identifying the earliest opportunities to reverse or even prevent disease. This course will focus on building and deepening interdisciplinary skills for applying biotechnology, biological sciences, biochemistry, genetics, history, technology, engineering, statistics, mathematics, bioinformatics, ethics, systems thinking, and patient-driven advocacy to explore careers and participation in the health and medical systems in our communities. This course will culminate in a capstone project that will be presented to community stakeholders. Our aim is to build leaders in health who will

ensure healthcare and health systems are participatory, personalized, predictive, and preventative. Excellent preparation for HOSA competitions (optional).

HOSA-Future Health Professionals is a global student organization aimed at increasing students' interest and engagement in health professions. Members attend conferences, participate in competitions, gain access to exclusive scholarships and job boards, and become leaders in the global health community.

Social Studies

SPS Social Studies Course Sequence to meet graduation requirements:



Alternate text is provided for the flow chart:

- Upon completion of the semester long World History 1, students take the year-long AP Human Geography A/B.
- Upon completion of AP Human Geography A/B, students take either Eth Studies US Hist 11 A/B or AP US History 11 A/B. Both courses are yearlong.
- 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 the combined courses of AP US Govt and Politics paired with AP Comparative Gov (year-long).

All courses carry Social Studies credit

Ninth grade

World History 1 (includes Honors option)

Length/Credit: 1 Semester/0.5 credit per semester

World History 1 is a semester-length sequenced course 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 this course 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.

All students who take World History 1 will have the opportunity to earn an “Honors” designation by completing extra coursework that will be made available each quarter. Students can complete this work to demonstrate either a mastery of the learning standards in the curriculum or demonstrate achievement of extra-curricular learning standards.

Tenth grade

AP Human Geography A/B

Length/Credit: year/0.5 credit per semester

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine patterns of human population, migration, and land use.

Eleventh grade

Eth Studies U.S. History 11 A/B (includes Honors option)

Length/Credit: Year/0.5 credit per semester

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 skills of power literacy and the four Ethnic Studies themes: Identity, Power & Oppression, History of Resistance & Liberation, and Reflection & Action.

All students who take Ethnic Studies United States History will have the opportunity to earn an “Honors” designation by completing extra coursework that will be made available each quarter. Students can complete this work to demonstrate either a mastery of the learning standards in the curriculum or demonstrate achievement of extra-curricular learning standards.

AP U.S. History 11 A/B

Length/Credit: Year/0.5 credit per 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

Am Govt Econ

Length/Credit: 1 Semester/0.5 credit per semester

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

Length/Credit: Year/0.5 credit per 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 US Govt & Politics (1 semester) / AP Comparative Gov (1 semester)

Length/Credit: Year/0.5 credit per semester

This year long class combines two courses – AP Govt & Politics along with 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, and Spanish in Levels I, II, III, and IV. Advanced study is offered via Advanced Placement Spanish, as well as Advanced Placement and College in the High Schools in French.

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

Length/Credit: Year/0.5 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

Length/Credit: Year/0.5 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

www.sccaslconsortium.org.

American Sign Lang 3 A/B

Length/Credit: Year/0.5 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 to be prepared for continuation of ASL at the college level. The course prepares students to comprehend and sustain conversations about familiar topics such as making requests, talking about family and occupations, attributing qualities to others, and talking about routines. Close attention will be paid to developing communication skills that focus on expressive signing and receptive comprehension. The entire year is taught in immersion of ASL; no voicing is allowed in the classroom. At the conclusion of this course, students will learn language skills necessary to engage in extended conversations, provide and obtain detailed information, express opinions, feelings, and emotions and more precise nuances on a variety of topics, and gain further knowledge and understanding of the Deaf Community and Deaf culture.

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

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

www.sccaslconsortium.org.

American Sign Lang 4 A/B

Length/Credit: Year/0.5 credit per semester

Prerequisite: ASL 3 A/B Performance Level: Int. High-High

American Sign Language 4 is an advanced level, yearlong course for 11 - 12 grade students. It builds on American Sign Language 3 skills including an immersion model without use of voice. The course is intended for those with a strong interest in achieving fluency. Students will expand their receptive and expressive fluency through meaningful practice while immersing themselves more fully in Deaf Culture. The curriculum includes dialogs and use of language skills necessary to engage in higher level conversations,

providing and obtaining information, express feelings, emotions, and nuances representing a variety of topics. Further knowledge of the deaf community and deaf culture are expanded. The program uses 21st Century Skills student leadership activities for assessments.

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 Mandarin. 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

Length/Credit: Year/0.5 credit per semester

Performance Level: Novice Low–Mid

French 1 is a year-long 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

Length/Credit: Year/0.5 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 (College in High School)

Length/Credit: Year/0.5 credit per semester

Prerequisite: French 2 A/B

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

\$20 Fee - Financial assistance is available

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 2023, tuition for CIHS French is approximately \$370.) Students who do not choose to register with the UW will still earn high school credit for the course.

French 3 is a year-long high school course that expands the student’s knowledge of the French-speaking world through traditional and modern art, literature, and music. Students will engage in extended conversations, provide and obtain detailed information, express opinions, feelings, and emotions and more precise nuances on a variety of topics. Close attention will be paid to increasing precision in expressing and understanding language via the use of homonyms, synonyms, and tentative expressions. Students will increase familiarity with the history of the Francophone people and demonstrate an understanding of the relationship between the practices, products, and perspectives of Francophone people.

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

- Engage in extended conversations on a variety of topics
- Express opinions, feelings, and emotions on a variety of topics
- Comprehend main ideas and some supporting details of selected authentic audio recordings, broadcasts, video, and written texts
- Write essays, stories, and skits on a variety of topics
- 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 (College in High School)

Length/Credit: Year/0.5 credit per semester
Prerequisite: French 3 A/B
Recommended: French 3 A/B with a final grade of “B” or above
Material Fee: \$35 - Financial assistance is available
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

AP French 5 A/B (Language and Culture)

Length/Credit: Year/0.5 credit per semester
Prerequisite: French 4A/B
Recommended: French 4 with a final grade of “B” or above
\$55 Fee - Financial assistance is available
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 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

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

Length/Credit: Year/0.5 credit per semester

\$35 Fee - Financial assistance is available

Performance Level: Nov Low–Mid

Spanish 1A/B is a one-year high school course that introduces students to Spanish language and Spanish-speaking culture.

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

The Spanish curriculum guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to talk about oneself and 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

Length/Credit: Year/0.5 credit per semester

Prerequisite: Spanish 1 A/B

\$42 Fee - Financial assistance is available

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

Length/Credit: Year/0.5 credit per semester

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

\$42 Fee - Financial assistance is available

Performance Level: Intermediate-mid to high.

Spanish 3A/B is a year-long course in which students engage in extended conversations, provide and obtain more detailed information, express feelings and emotions with more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of

topics. Close attention will be paid to enhance communicative skills and enrich language production by using circumlocution, idiomatic expressions, questioning to elicit information, and deriving meaning through context. Students will demonstrate a deeper understanding of the relationship between the practices, products, and perspectives of Spanish-speaking people.

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

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

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

At the conclusion of the course students will have the skills necessary to communicate effectively at the ACTFL Intermediate mid – high (or even Advanced-low) level in the Spanish language. They will be prepared to build on the more complex nuances of the Spanish language in Spanish 4.

Spanish 4 A/B (Language and Culture)

Length/Credit: Year/0.5 credit per semester

Prerequisite: Spanish 3B.

\$40 Fee - Financial assistance is available

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 through 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)

Length/Credit: Year/0.5 credit per semester

Prerequisite: Spanish 3 A/B

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

\$55 class fee -Financial assistance is available

Additional registration fee required if taking AP Exam

Performance Level: Int. Mid-Int. High.

AP Spanish Language and Culture is an advanced language course taught exclusively in Spanish that will help heritage, native and intermediate non-native Spanish-speaking students to improve their skills in reading, writing, listening, and speaking Spanish. All students who complete the coursework for this class will be prepared to pass the AP Spanish Language and Culture exam.

Skills Center School Year Courses

Skill Center Daily Schedule

School Hours: 8:50 a.m. – 3:15 p.m.

Wednesdays: 8:50 a.m. – 2 p.m.

Monday, Tuesday, Thursday, Friday

- **AM Classes:** 8:20 – 11:20am.
- **PM Classes:** 12:45-3:15 p.m.

Wednesday

- **AM Classes:** 8:45-10 a.m.
- **PM Classes:** 12:45-2 p.m.

Advanced Manufacturing, Aerospace and Maritime

- Location - Wood Technology Center, SCC
- Credit Equivalency in Math and Science available

Automotive Technology

- **Location: Washington Middle School AM Session or West Seattle High School PM Session**
- **Credit Equivalency in Science available**

Construction Trades

- Location: Wood Technology Center, SCC, PM
- Credit Equivalency in Math and Science

Firefighting and Emergency Medical Services

- Location- Washington Middle School
- Credit Equivalencies for Lab Science and PE (*PE credit will not count as personal fitness*)

Medical Assisting

- Location - Lincoln High School
- Cross-credit available in Science or Math

Maritime Vessel Operations

- Location - Seattle Maritime Academy and Center for Wooden Boats
- No Cross-credits or Credit Equivalency currently

Media Arts

- **Location - Nova High School**
- **Cross-credit in Fine Arts available**

Nursing Assistant

- **Location - Franklin High School**
- **Credit Equivalency in Lab Science**

Teaching Academy/Careers in Education

- Location: Franklin High School
- Credit Equivalency in ELA

Video Game Animation and Programming

- Location – NOVA High School
- Credit Equivalency in Geometry
- Cross Credit Fine Arts

For more information, please use the following link: <https://skillscenter.seattleschools.org/school-year/>

Roosevelt Address and Key Contacts

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1410 NE 66th St., Seattle, WA 98115

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Roosevelt Spirit Song and Alma Mater

The Roosevelt Spirit Song

Fight on for Roosevelt High School

Hurl back the foe

Bring home the glory of victory

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!