



# **Course Description Book 2024-25**

## **Roosevelt High School**

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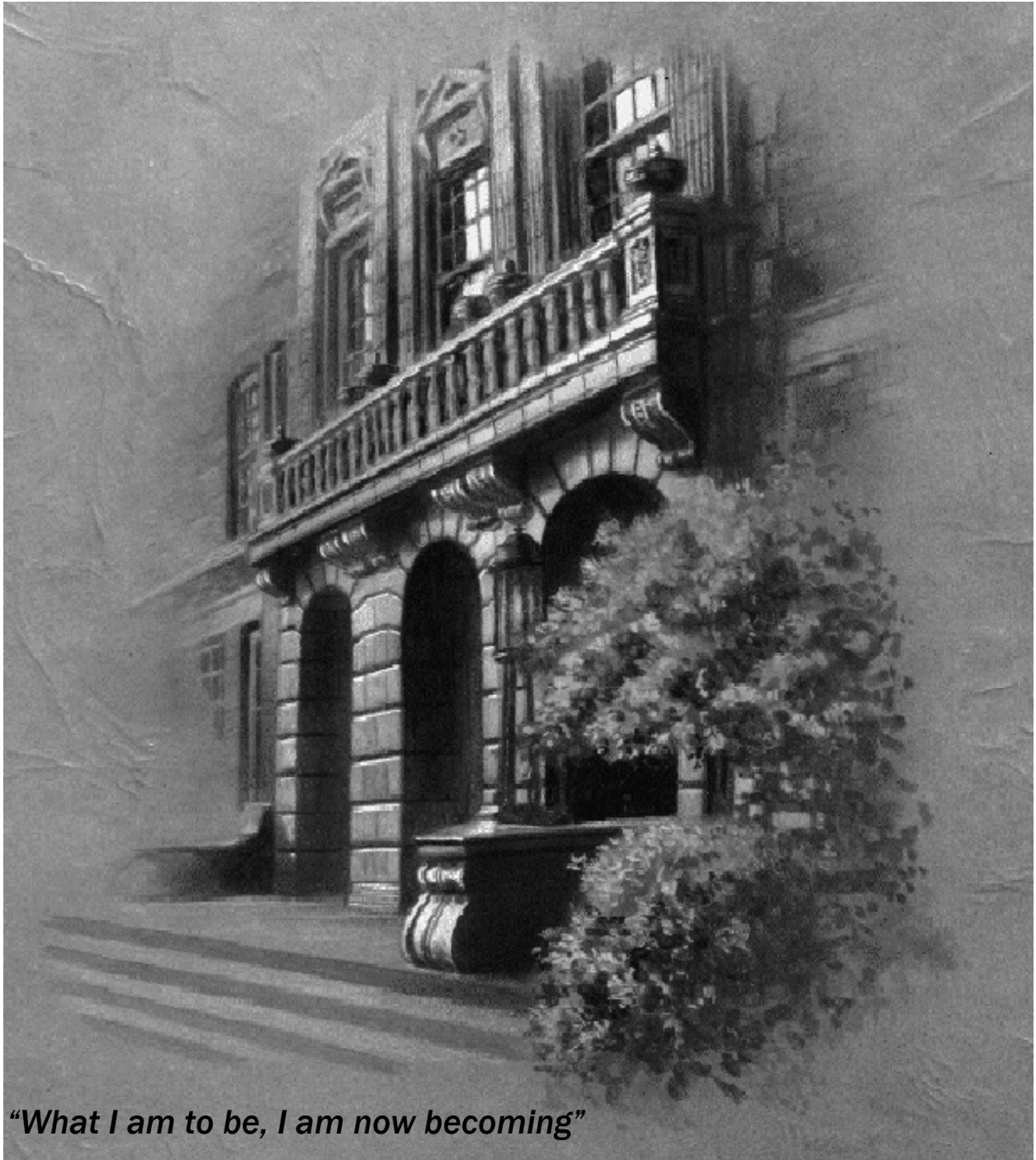
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Course descriptions for the 2024-25 school year at Roosevelt High School.

# Course Descriptions

Roosevelt High School

2024 - 2025



*"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 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

Rachel Langness  
Assistant Principal

Maggie Mattmiller  
Assistant Principal

Roy Merca  
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 opportunities and obstacles 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 advise you on how you are currently doing, whether your goals are realistic, and in which areas you need to improve. They can 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 a number of 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)

Courtney Judkins (Last name: Kj - Ri)

Ron Stuart (Last name: E - Ki)

Frank Heffernan (Last name: Rj - Z)

Link to Seattle Public Schools Introduction to High School Course Registration for 2024-2025 presentation:

<https://www.seattleschools.org/academics/high-school-college-career/>

# Roosevelt HS Graduation Requirement Checklist

For the class of 2025 & beyond:

## 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
- WH 2
- Eth Studies World Hist 3
- US 11A
- US 11B
- American Government

## Math\* – 3 Credits

- 4<sup>th</sup> year required for college prep/admissions

## Science – 3 Credits

- Phys A
- Chem A
- Biology A
- Biology B
- 3<sup>rd</sup> year Science option
- 3<sup>rd</sup> 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:

\* Algebra 1, Geometry, and Algebra 2 or approved 3<sup>rd</sup> year alternative

\*\* PPR = Personalized Pathway Requirements = classes that further students' own interests and align with each student's High School and Beyond Plan.

\*\*\* University of California schools require 2 classes (1 credit) in the same type of 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

Link to Seattle Public Schools high school graduation requirements:

<https://www.seattleschools.org/academics/high-school-college-career/graduation-requirements/>

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

For the current 2023-24 school year, the deadline was November 1st, 2023. Current year fees were \$118 per exam. In addition, no late registrations were accepted after November 1, 2023, and a \$40.00/exam cancellation fee assessed for any exam order canceled after Nov 14, 2023 (per College Board policy).

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

Here is the link for AP information with Seattle Public Schools:

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

Here is the College Board AP student link: <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.

### 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.  
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

Length/Credit: Year/0.5 credit per semester - Available as Fine Art or CTE credit  
Prerequisite: Photography Beginning, and Photography Advanced -Teacher will review requests to confirm completion of prerequisite courses.  
Recommended: A or B grade in Photography Beginning, and Photography Advanced Photo  
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

## Extra-Curricular Band Ensembles

Students who wish to participate in an extra-curricular (non-credited) band ensembles are required to be enrolled in a regular ensemble during the school day (see the course descriptions below for more information about the courses offered at Roosevelt during the school day.) Some of the extra-curricular ensembles require an audition. For more information, see [www.riderband.org](http://www.riderband.org) or [www.rooseveltjazz.org](http://www.rooseveltjazz.org).

Jazz Ensembles: Jazz Band 4, Jazz Band 3, Jazz Band 2

Athletic Bands: Marching Band, Pep Band, Drum Line

## 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 9<sup>th</sup> 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.

## Performing Arts—Music - Choir

#### Concert Choir A/B

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

ASB card required - Financial assistance is available

Whether you want to sing in a musical or write your own songs, choir will provide the vocal and musical foundation to help you succeed. Students in this year-long course participate in an intermediate to advanced choral performing ensemble that performs quality choral literature from a variety of genres and cultures, from Broadway to pop and classical. The course will also have a strong creative component for students who want to write and record their own songs. Singers learn vocal technique and musicianship skills. Students perform in school concerts and regional festivals and frequently travel on overnight trips. This course may be repeated for credit.

#### Chorale 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

Suggested Lab Fee: \$100

Materials Required: folder, uniform (support available)

Whether you want to sing in a musical or write your own songs, choir will provide the vocal and musical foundation to help you succeed. This advanced year-long course is designed to prepare the serious choral student for singing experiences beyond high school. Chorale is an advanced choral performing ensemble. Students perform quality choral literature from a variety of genres, cultures, and styles, from Broadway to world music and learn correct vocal technique and musicianship skills. The course will also have a strong creative component for students who want to write and record their own songs. This course is a continuation of the choir sequence. Students perform in school concerts and regional festivals and overnight trips.

This course may be repeated for credit. Open to students in grades 9-11 with permission of director.

#### Vocal Jazz A/B

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

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

ASB card required - Financial assistance is available

Available as Fine Art or CTE credit

Note: Students cannot sign up for this course during registration. They will be scheduled into this course upon completion of a successful audition. This class meets outside of the regularly scheduled day (7th period – before school). Students should enroll in another music ensemble course.

This advanced course is designed for experienced musicians with an interest in jazz music.

Vocal Jazz is a small mixed-voices ensemble for advanced singers and rhythm section.

Students learn about various jazz styles and concepts, including improvisation and jazz theory. Students perform in school concerts and regional festivals as well as overnight trips.

Students may receive CTE credit after fulfilling all Fine Arts credit requirements.

## 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 9<sup>th</sup> 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.

#### 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 - Available as Fine Art or CTE credit

Length/Credit: Year/0.5 credit per semester

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.

### Guitar Lab 1

Length/Credit: 1 semester/0.5 credit per semester

Materials Required: Student may bring their own instrument, but it is not required.

Students in this course will learn the necessary skills and concepts to gain a rudimentary proficiency on guitar and fluency in music fundamentals. This course will also focus on songwriting with the guitar as well as digital audio workstations and beat making. Students will learn how to write and record original songs and the fundamentals of recording. This is a one semester class. This course may be repeated for credit. Ukuleles will also be available for those who need accommodations.

### Guitar Lab 1

Length/Credit: 1 semester/0.5 credit per semester

Prerequisite: Guitar Lab 1

Materials Required: Student may bring their own instrument, but it is not required.

Students in this course will learn the necessary skills and concepts to gain an intermediate proficiency on guitar and fluency in music fundamentals. This course will also focus on songwriting with the guitar as well as digital audio workstations and beat making. Students will learn how to write and record original songs and the fundamentals of recording. This is a one semester class. This course may be repeated for credit. Ukuleles will also be available for those who need accommodations.

## Performing Arts—Theatre

Note: Students new to Theatre can request both Theatre Beginning (first semester) and Theatre Intermediate (second semester) during the same year for a year-long pair of Theatre courses. Students who have already had Theatre Beginning can request Theatre Advanced.

### 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 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 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

Note: Students cannot sign up for this course during registration. They will be scheduled into this course upon completion of a successful Fall Run Crew sign up or Actor Audition. This class meets outside of the regularly scheduled day as an 8th period – after school on select rehearsal days, not daily.

ALL students on Run Crew for Winter Production & Spring Musical, acting in a Winter Production, or Directing or Assistant Directing Dramafest can enroll in this 7<sup>th</sup> period (after school) course to receive elective credit. Students enrolled in the course will have opportunities to work in backstage areas of theatre production including directing, scenic design and construction, costuming, properties, stage management, promotions, and publicity. Actors in this course will use the skills and techniques of acting and performance in a play produced for a public audience. This course mirrors professional theater standards, culminating with a full-scale production of a play. 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. Can be taken as a semester only occurs or combine with Technical Theatre 1B as a year-long course.

#### Technical Theatre 2 A/B

Length/Credit: Year/0.5 credit - 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 Beginning

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

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

#### Costume Design Advanced

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

Prerequisite: Completion of Costume Design Beginning

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

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

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

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

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.

#### Immersive Media A

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

This course introduces students to high-level computer science concepts and creative design approaches while they learn how to use immersive technologies. Students will learn product design theory, programming concepts and product management skills while using industry-specific software to create small projects. The class culminates with a collaborative team project of the students' own design using immersive technology such as virtual or augmented reality.

#### Immersive Media B

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

This course builds on Immersive Media A and continues to introduce students to high-level computer science concepts and creative design approaches while they learn how to use immersive technologies. Students will continue to learn product design theory, programming concepts and product management skills while using industry-specific software to create small projects. The class culminates with a collaborative team project of the students' own design using immersive technology such as virtual or augmented reality.

## 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.

### 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.

### 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 1/2

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

## 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 9<sup>th</sup> and 10<sup>th</sup> graders. If interested, 11<sup>th</sup> and 12<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> graders. If interested, 9<sup>th</sup> and 10<sup>th</sup> 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.

### Journalic Writ Yrbk (Annual)

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

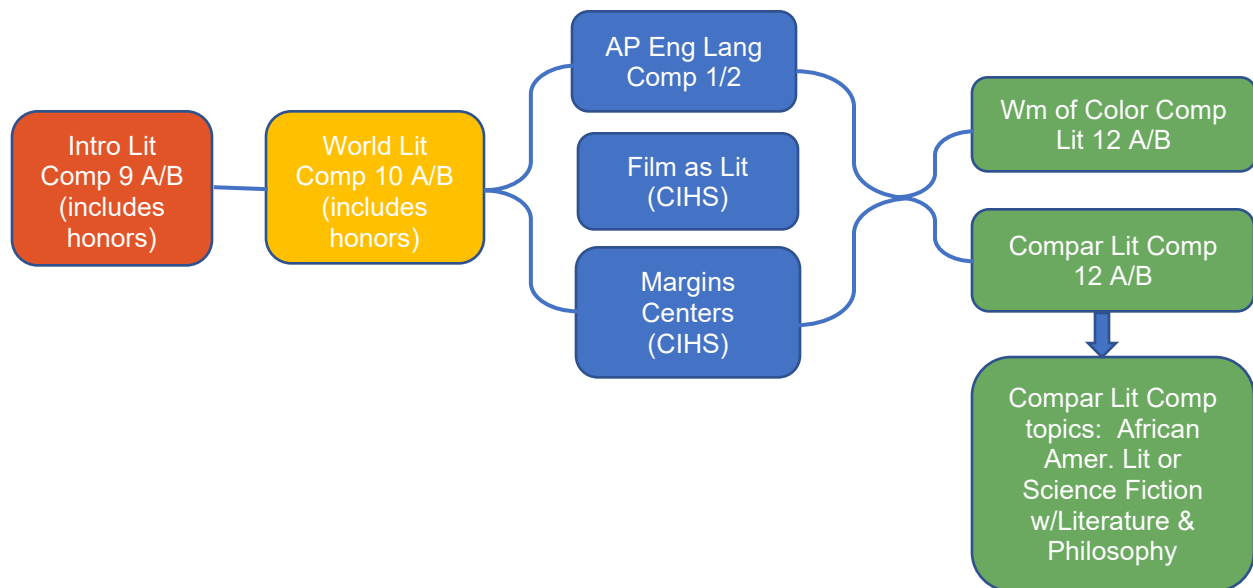
# Language Arts

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 three courses: AP Eng Lang & Comp 1/2, Margins Centers (CIHS), or Film as Lit (CIHS). After completing one of those three courses, students will take either Compar Lit Comp 12 A/B, or Women of Color Comp Lit A/B. For Compar Lit Comp 12 A/B, students can select between the following two topics: African American Literature and Science Fiction/Literature and Philosophy.

## 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

Length/Credit: Year/0.5 credit per semester

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

“Hands for a Bridge” is a leadership curriculum that explores issues of social justice through literature and the arts. Students examine texts and experiences through the lens of these four themes: Identity, structural oppression, resistance and rebellion, and reconciliation. 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

Students can choose between two topic areas:

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 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.

**NOTE:** you must use this form to submit your topic request:

<https://forms.office.com/Pages/ResponsePage.aspx?id=WNEEx1HRgMkiHg1Hqb23SJygrJMwQkG5Fm9KmlZ2fm7FUQTg4UDJQQkxBRVc5RkQzVEtXVDAyMEtWUi4u>

Wm of Color Amer Lit Comp 12 A/B

Length/Credit: Year/0.5 credit per semester

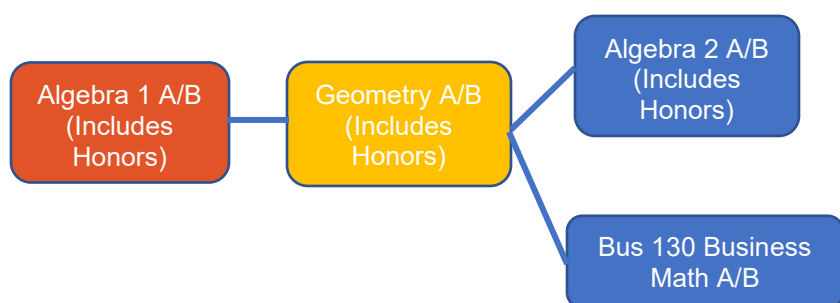
This class, offered to students of all genders, provides an overview of women's history and current issues including an introduction to Feminism, Gender Studies, and related issues. Students will read from a wide range of sources—from historical Feminist movements as well as from current culture. Students will participate in seminar-style discussions, action projects, and will occasionally lead the class on assigned topics.

## Math

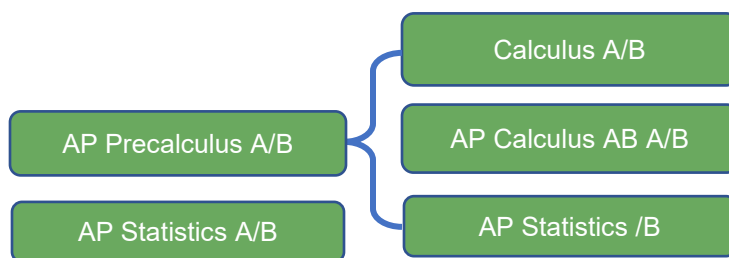
All Math courses carry Math credit

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 3<sup>rd</sup> year option of Bus 130 Business Math A/B will not have 4<sup>th</sup> year Math elective options.



Additional elective options 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, 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, 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 provides a practical blend of technology-related and paper-and-pencil problem solving tools. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understandings. Students make sense of important algebraic concepts, learn, and practice essential algebraic skills, and apply algebraic thinking. This course allows students to experience algebra using multiple representations: numerical, graphic, symbolic, and verbal. Topics in this course include Graphing, Linear Equations, Quadratic Equations, Functions, Exponents, Data Analysis, Proportional Reasoning, Probability, Systems of Equations, and Inequalities.

### Geometry A/B (include Honors option)

Length/Credit: Year/0.5 credit per semester

Prerequisite: Algebra 1 A & B

Geometry A is a semester-long course that teaches students how to use, prove, and apply the properties and theorems related to basic 2-D and 3-D figures. Students will build the system of reasoning and logic related to geometric figures and use the coordinate plane to represent geometric figures and to prove conjectures. Geometry A will include the formalization of reasoning skills, inductively and deductively finding and justifying solutions, and communicating findings using precise mathematical language and logic. Solving sophisticated geometric problems is strongly emphasized in this course.

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

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

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

Completion of Geometry A/B will prepare students for continuing in the mathematics curriculum to Algebra 2A and 2B as well as for the Washington state assessments in mathematics.

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



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

Algebra 2A/B (includes Honors option)

Length/Credit: Year/0.5 credit per semester

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

Algebra 2A is a semester-long course that extends student understanding of functions and data analysis. Students will encounter a variety of algebraic mathematical issues, including arithmetic and geometric sequences; standard deviation and measures of center; expressions with rational and negative exponents; manipulation and transformations of linear, quadratic, exponential, rational, and more general algebraic expressions, equations, and inequalities; and systems of equations and inequalities. The course will include a review of the functions of Algebra 1A and 1B (linear, quadratic, and exponential) and introduce logarithmic, square root, and absolute value functions. Problem solving continues to be stressed and the system of logic developed in Geometry A and B will be extended to algebraic thinking, including making and proving or disproving conjectures, evaluating arguments, and justification of processes and results.

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

Algebra 2B is a semester-long course that continues to extend student understanding of the number system to complex numbers (including as solutions to quadratic equations). Students will encounter a variety of algebraic mathematical issues, including the use of matrices to organize information and solve systems; expressions with rational and negative exponents; modeling with sequences and series, polynomial, inverse variation, and rational functions; and probability and statistical applications. Algebra 2B will assume knowledge of the functions of Algebra 1A and 1B (linear, quadratic, and exponential) and of Algebra 2A (logarithmic, square root). Problem solving continues to be stressed and the system of logic developed in Geometry A and B will be extended to algebraic thinking, including making and proving or disproving conjectures, evaluating arguments, and justification of processes and results.

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

(e.g., the SAT and ACT).

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

#### 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

In addition, 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 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 9<sup>th</sup> 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 want to request Health will select this course during registration.

#### Family Health

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

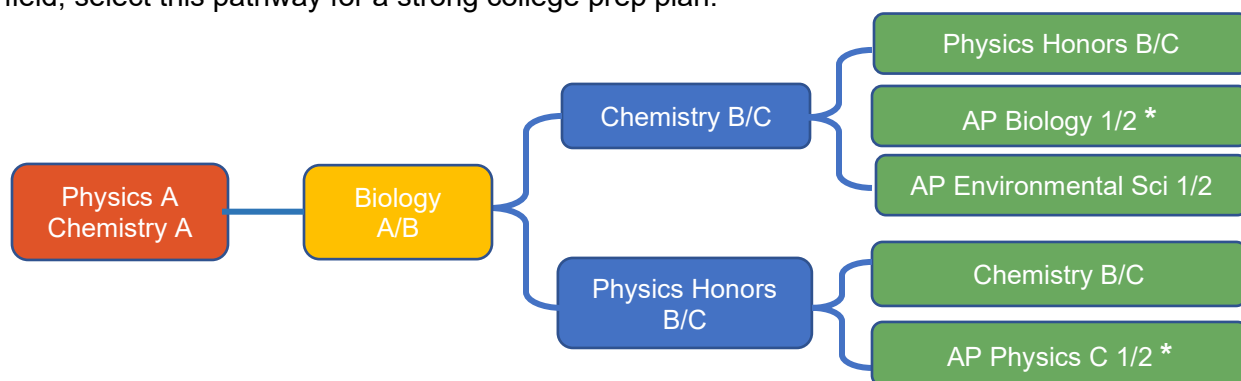
This is the same course as Health but may be used based on the teacher's specific area endorsement. This class meets the Washington State requirements for HIV/AIDS education and requires participation in fitness and health related projects and discussions. This course may be used as part of the CTE Graduation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

# Science

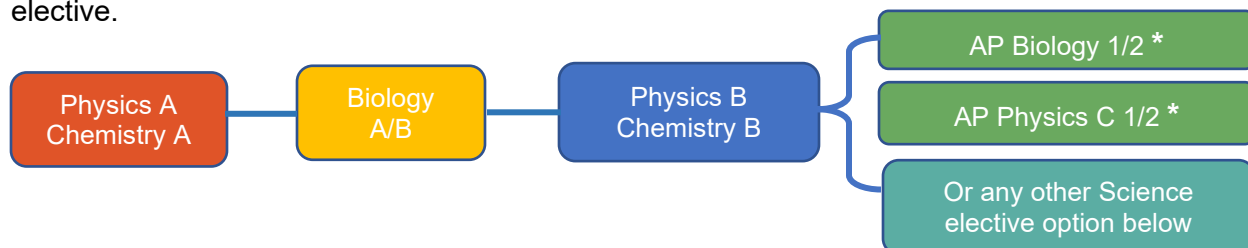
All courses carry Science credit unless otherwise specified.

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.

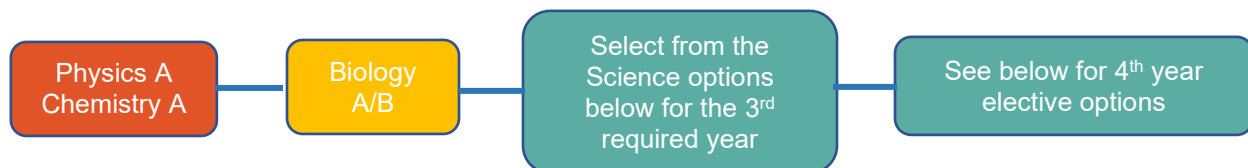
**Option #1** - If your goal is to attend a 4-year college/university or pursue a degree in a STEM field, select this pathway for a strong college prep plan.



**Option #2** - This pathway meets SPS graduation requirements with an optional 4<sup>th</sup> year elective.



**Option #3** - Students take the first two courses in the core SPS pathway and choose another course for the 3<sup>rd</sup> year and then add a 4<sup>th</sup> year elective.



**\*Note:** Be sure to check the prerequisites for these courses, prior to Registration. Some can only be taken after completing other courses.

## 3<sup>rd</sup> year & Advanced Science options

NW Geology/NW Ecology	AP Biology 1/2 *
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: A flow chart is provided to show the sequence of Science courses. 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 take Physics B/Chemistry B. For students planning on attending a college or university or pursuing a STEM degree, a fourth year of Science is recommended. Upon completion of the required Physics A/Chemistry A, and Biology A/B, students are recommended to take Chemistry B/C and Physics Honors B/C during their 11<sup>th</sup> and 12<sup>th</sup> grades. Students also have the option, upon completion of the required Physics A/Chemistry and Biology A/B, to select from the additional Science courses offered. Descriptions are below.

## 9th Grade Science

### 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.

## 10th Grade Science

### 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 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 3<sup>rd</sup> year and as a 4<sup>th</sup> 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 Biology 1/2**

Length/Credit: Year/0.5 credit per semester

Prerequisite: Successful completion of Physics A/Chemistry A, Biology A/B, and Physics B/Chemistry B or Chemistry B/C

This yearlong course includes 8 units: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. The primary focus of AP Biology is to help students develop a conceptual framework for modern biology and to help students gain laboratory science skills and an appreciation of science as a process. The course is designed using the materials provided by College Board and is intended to be equivalent to one year of college level biology for science majors. 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.

#### **AP Environmental Sci 1/2**

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

Recommended: Biology A/B and Chemistry A (9th grade or earlier)

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 grad. 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.

#### Chemistry B/C

Length/Credit: Year/0.5 credit per semester

Prerequisite: Students will have completed Physics A/Chemistry A/Biology A/B

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

In the first semester, students will 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 Honors B/C

Length/Credit: Year/0.5 credit per semester

Prerequisite: Students will have completed Physics A/Chemistry A/Biology A/B

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

In the first semester, students will study energy 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.

### Physics B / Chemistry B

Length/Credit: Year/0.5 credit per semester

Prerequisite: Students will have completed Physics A/Chemistry A/Biology A/B

Recommended: 'C' or better in both Biology and Geometry and concurrent enrollment in Algebra 2 Mechanics in the Earth Solar System & Reactions, Energy and Environmental Chemistry

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

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

### Systems Medicine A/B

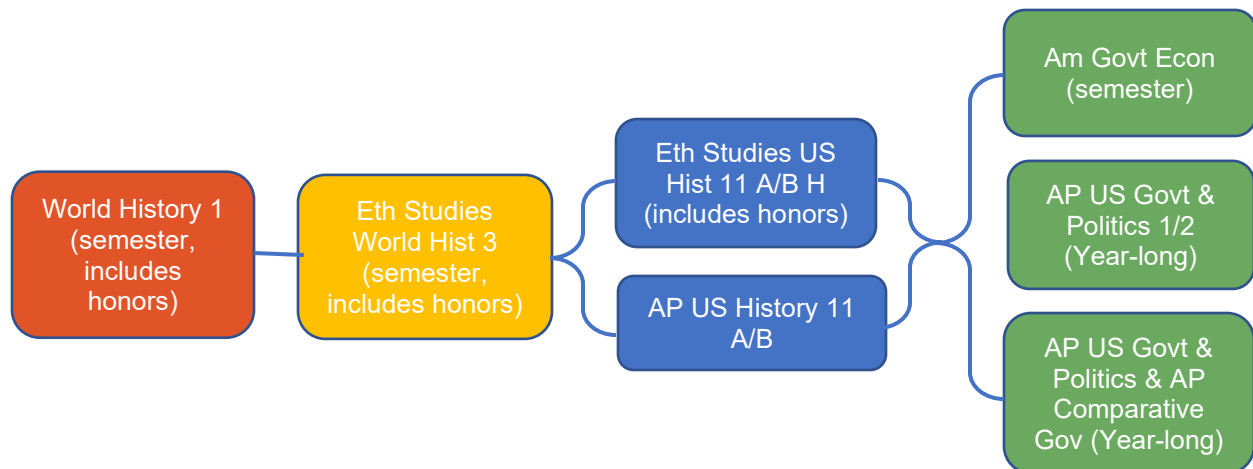
Length/Credit: Year/0.5 credit per semester - Meets grad. requirements for both Science/CTE

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:

A flow chart is provided to show the sequence of Social Studies courses.

Upon completion of World History 1, students take Eth Studies World Hist 3.

Upon completion of Eth Studies World Hist 3, students take either Eth Studies US Hist 11 A/B or AP US History 11 A/B.

Upon completion of either Eth Studies US Hist 11 A/B or AP US History 11 A/B, students take one of the following three courses: Am Govt Econ (semester), AP US Govt & Politics 1/2 (year-long), or the combined course of AP US Govt and Politics paired with AP Comparative Gov (year-long).

## All courses carry Social Studies credit

### Ninth grade classes

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 classes

Eth Studies World Hist 3 (includes Honors option)

Length/Credit: 1 Semester/0.5 credit per semester

Ethnic Studies World History 3 is the third semester of three semester length sequenced World History courses. Picking up post-WWII and moving into current events, students will explore contemporary world histories through the lens of power literacy and the four major Ethnic Studies themes.

All students who take Ethnic Studies World History 3 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.

### Eleventh grade classes

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 classes

### 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](http://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](http://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](http://www.sccaslconsortium.org).

## 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 (CIHS)

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

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/>

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# Roosevelt Spirit Song and Alma Mater

## **The Roosevelt Spirit Song**

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

## **Alma Mater**

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