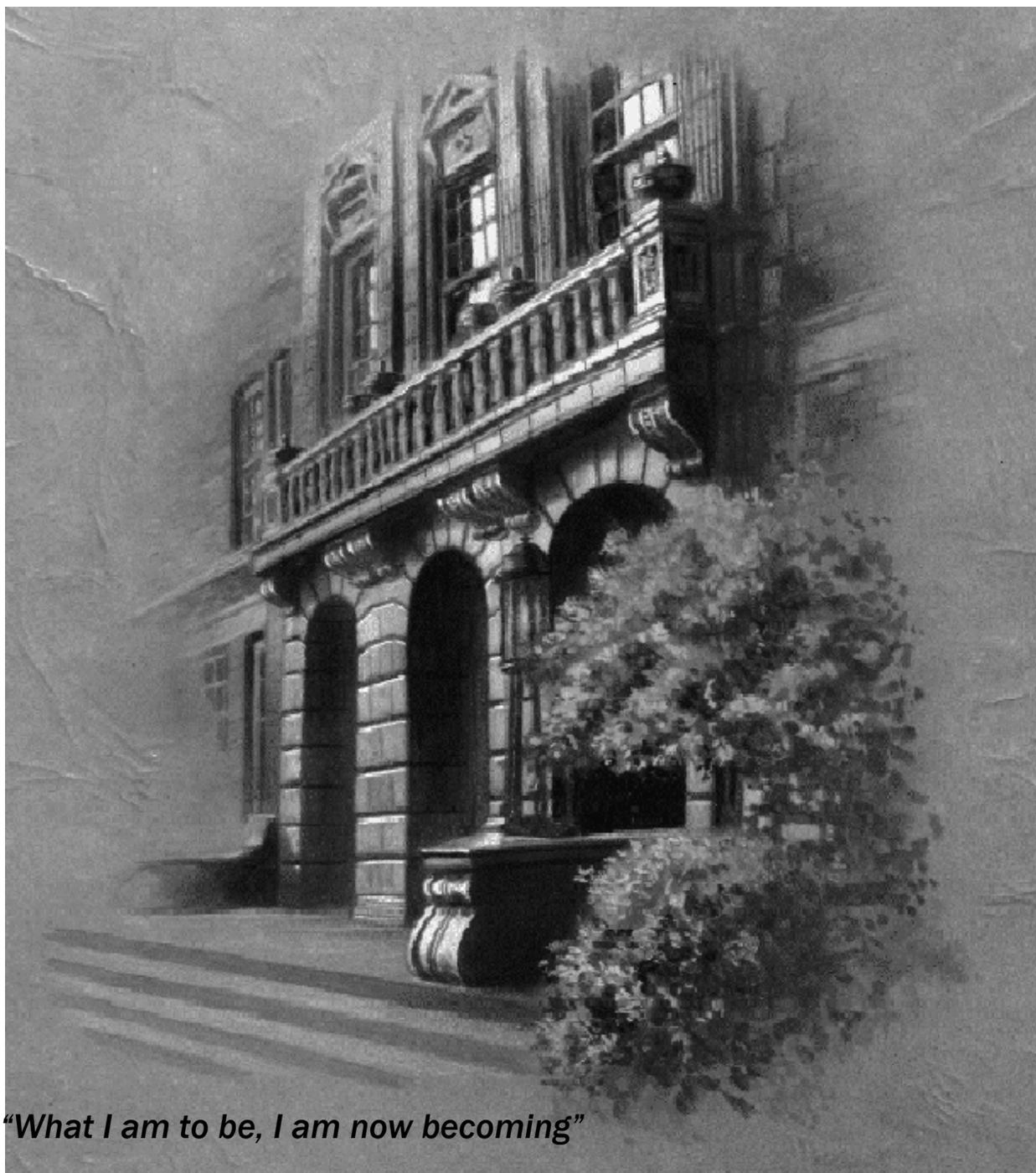


Course Descriptions

Roosevelt High School

2012-2013



"What I am to be, I am now becoming"

Welcome to all new and returning Roughriders!

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

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

Sincerely,

Brian Vance
Principal

Elnora Hookfin
Assistant Principal

Amy Schwentor
Assistant Principal

Kristina Rodgers
Assistant Principal

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

**School Colors:
Green and gold**

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About Choosing Your Classes

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

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

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

As you choose courses, consider these things:

- Identify which high school graduation requirements you have completed and which ones you have left to complete.
- Think over what you want your high school diploma to mean. Will it qualify you for certain types of employment? Will it qualify you to enter a four-year college? Does it show consistent progress toward graduation? These goals may change every few months. Be sure to think about these goals before you commit yourself to the next semester of classes.
- **Consider your level of commitment if you want to take an AP class other than what is required for all students. (All students take AP Human Geography. Class of 2013 students take AP Language and Composition. Class of 2014 students and beyond can choose between AP Language and Composition and the advanced College-in-the-High-School course sequence.) AP classes use college-level textbooks and can be academically rewarding but are also academically challenging. Transferring out of an AP class at a later date is very difficult because seats are often unavailable in the non-AP equivalent classes.**

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

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

Roosevelt High School Counselors

Sarah Chapman (Last name: A–E)

Wendy Krakauer (Last name: F–K)

Dr. Littlebrave Beaston (Last name: L–Q)

Frank Heffernan (Last name: R–Z)

High School Credit Requirements

Subject Area	Credits	Classes	Course requirements
Language arts (English)	3.0	6	Language Arts 9A, 9B, 10A, 10B, AP Language & Composition 1 & 2, or, for class of 2014 and beyond, the UW-in-the-high-school sequence. ¹ A fourth year is needed for four-year college entrance. Note: For the class of 2016, the District may require the fourth year of Language Arts to graduate.
Social studies	3.5	7	World History I & II, AP Geo A & B, US History A & B, American Government. ²
Mathematics	3.0	6	Students must complete through Algebra 2A & Algebra 2B.
Laboratory science	2.0	4	Students need 9 th grade science and two additional semesters from approved course offerings. Higher levels are needed for four-year college entrance.
Occupational education	1.5	3	Select from approved course offerings in occupational education including, but not limited to, Family & Consumer Science, Technology, and Business (WAC 180.56.021)
Physical education	1.5	3	Select from approved course offerings in Physical Education. One of the PE courses must be Personal Fitness, HPE2364. ³
Health	0.5	1	
Fine/applied arts	1.0	2	Select from Art, Music, or Drama course offerings.
Unspecified electives	4.0	8	These additional courses may be selected from any subject areas. (World Language, which is needed for entrance to a four-year college, is counted as elective credit.)
Total credits	20.0	40	And . . . meet the Service Learning requirement, and complete the senior project, having met standards (or the alternatives) for reading, writing, math, and, beginning with the class of 2015, science (HSPE).

¹ AP Language and Composition or the College-in-the-High-School sequence (for class of 2014 and beyond) may be taken in either 11th or 12th grade. Students can choose two one-semester Language Arts option courses for the fourth year (needed for four-year college entrance).

² These Social Studies requirements assume that the one-semester course or equivalent in Washington State History required by state law has been met prior to grade nine. Students who have not met this requirement prior to high school will need to complete a self-study course. See your counselor for information about meeting this requirement.

³ "All high schools of the State shall emphasize the work of physical education and carry into effect all physical education requirements established by rule or regulation of the State Board of Education: provided that individual students may be excused from participation in physical education otherwise required under this section on account of physical disability, employment, or religious beliefs, or because of participation in directed athletics or military science and tactics or for other good cause." (RCW 28A.05.040) Even students who are excused from the physical component of PE classes must still show they have satisfied the cognitive components of the state requirement. See your counselor for information.

Course Descriptions

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Fine, Applied, and Performing Arts

Visual Art

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

Ceramics (Beginning/First Year)

9, 10, 11, 12— Semester

1 period, ½ credit

\$25 Lab Fee (Additional fee for clay as needed)

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

Ceramics (Advanced)

9, 10, 11, 12—Semester

1period, ½ credit

\$25 Lab Fee (Additional fee for clay as needed)

Prerequisite: Beg. Ceramics & Teacher's permission

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

Drawing/Painting

9, 10, 11, 12—Semester

1 period, ½ credit

\$25 Lab Fee

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

Drawing/Painting (Advanced)

9, 10, 11, 12—Semester

1 period, ½ credit per semester

\$25 Lab Fee

Prerequisite: Drawing / Painting or instructor's permission (bring portfolio)

In this course, students work on deepening their understanding of fundamental skills. Some independent work is encouraged. This course will be of great assistance to those seeking a career in the

art world. Class may be taken again for additional credit.

Graphic Arts I/Beginning Photography

9*, 10, 11, 12—Semester

1 period, ½ credit

\$85 Materials Fee

Available as Fine Art or Occ. Ed. credit

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

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

*Priority for graphic arts 1 will be given to tenth, eleventh, and twelfth graders, with ninth graders allowed if seats are open at the start of each semester. Interested ninth graders should list the course as an alternate, and check with their counselor at the beginning of each semester to see if there is space.

Graphic Arts II/Advanced Photography

10, 11, 12— Semester

1 period, ½ credit

\$85 Materials Fee

Available as Fine Art or Occ. Ed. credit

Prerequisite: Graphic Arts I and teacher signature

This class is for students who have completed beginning photography. Students who have earned at least a "B" in beginning photo are the most successful in this course.

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

Students who take Advanced Photo may choose to earn AP Photography credit by fulfilling additional AP requirements. An additional semester may be taken for additional credit, if space permits, with priority given to students who have not yet taken Advanced Photography for the first time.

Performing Art—Drama

Drama I: Introduction to Acting

9, 10, 11, 12—Semester

1 period, ½ credit \$10 Lab Fee

Drama I covers creative and improvisational work, monologue, and scene memorization, with units in voice, diction, and physical stage movement. Students critique performances and evaluate literary worth of materials studied and performed. This course is of great assistance to those students seeking a career as a thespian.

Drama II

9, 10, 11, 12—Semester

1 period, ½ credit \$10 Lab Fee

The continuation of Drama I emphasizes characterization, blocking, make-up, costuming, and the one-act play. More attention is given to details in all areas. Semester work culminates with a performance in a one-act play.

Drama III

10, 11, 12—Semester

1 period, ½ credit \$10 Lab Fee
Prerequisite: Drama 1 & 2, or 11th or 12th grade, or teacher permission

A more advanced course with concentration on historical theatre. Students will study theatre technique and literature from the Greek, Roman, Medieval, Elizabethan, Commedia dell'Arte, Restoration, and Modern Melodrama. Students also study directing in a proscenium, thrust, and arena theatre space. Students also participate in a coordinated playwriting program with the Seattle Repertory Theatre.

The culminating project for this course is a performance of student-written work at the Seattle Repertory Theatre and student-directed work at the Washington State Monologue/Duo Scene Festival.

Drama IV

10, 11, 12—Semester

1 period, ½ credit \$10 Lab Fee
Prerequisite: Drama 1 & 2, or 11th or 12th grade, or teacher permission

This course is a residency with a professional theatre company and centers around the concept of "telling the story". Storytelling is an essential element in theatre. Students in the class will work with artists in residence using improvisation techniques to create a performance. Students will also use a storytelling theme with a stage combat unit.

Drama V: Literature for the Theater

10, 11, 12—Semester

1 period, ½ credit \$10 Lab Fee

Prerequisite: Drama 1 & 2, or 11th or 12th grade, or teacher permission

This course follows the development of drama and theater in its various contemporary forms. Advanced studies of individually planned reading, writing and analysis will lead to intensive work on the rehearsal and class performance of selected scenes from dramatic literature. Continued work on vocal, physical and imaginative skills will be emphasized. Advanced theory and practice of stage direction including selection of play casting, blocking and production of in-class scenes will be the primary focus of the last six weeks of the semester.

Drama VI / VII

10, 11, 12—Year

1 period, ½ credit \$10 Lab Fee

Prerequisite: Drama I, audition, and permission

A one-year course in advanced acting and play production, allowing students to select and produce the Roosevelt Drama Festival of one-act plays, the Winter Production, and scenes for the various drama workshops the students attend. This course will be of great assistance to those students seeking a career as a member of the theater or movie community.

Musical

9, 10, 11, 12—Semester

1 period, ½ credit \$10 Lab Fee/ ASB card required

Prerequisite: By audition only.

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

Technical Theatre

9, 10, 11, 12—Semester

1 period, ½ credit \$10 Lab Fee/ASB card required
Fine Arts or Occ. Ed credit

Prerequisite: Teacher permission required

This practical, technical class creates and builds sets, lighting props, and sound for play production.

Technical terms and tools are introduced; then, using architectural skills, students learn how to design a set to scale, construct models, and build and manage actual sets for production.

During 2nd semester, students in this course develop and create the Spring Musical. Attention is given to hair style, costuming for the time period, make-up, programs, graphics, fund raisers, ticketing, and advertising.

Performing Art—Music

Band: Concert Band

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$5 Lab Fee and ASB card required

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

Band: Symphonic Band

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$5 Lab Fee and ASB card required

Prerequisite: Audition

In this advanced level symphonic band students explore challenging contemporary and traditional band literature. There are numerous performances, competitions and festivals. Students are encouraged to also participate in Marching Band during the fall and spring.

Band: Jazz Band

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$5 Lab Fee and ASB card required

Prerequisite: Audition required

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

Concert Orchestra: 9th Strings

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$30 Lab Fee per semester and ASB card required

Students will be studying string orchestra literature.

This class is to develop the skill of tuning, rhythm, tonal production, and rehearsal performance discipline. Various styles of literature are explored.

Students receive experience in public performance as well as music festival experience.

Chamber Orchestra

10, 11, 12—Year

1 period, ½ + ½ credit

\$30 Lab Fee per semester and ASB card required

Prerequisite: Audition

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

Symphony Orchestra

9, 10, 11, 12—Year

1 period, ½ + ½ credit

\$30 Lab Fee per semester and ASB card required

Prerequisite: Audition

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

Vocal Jazz

9, 10, 11, 12—Year

1 period, ½ credit per semester

\$5 Lab Fee and ASB card required

Prerequisite: Audition

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

Piano: Beginning

9, 10, 11, 12—Semester

1 period, ½ credit

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

Piano: Intermediate and Advanced

9, 10, 11, 12—Semester

1 period, ½ credit

Prerequisite: Beginning Piano

These one-semester classes are a continuation of the beginning class in piano.

Business and Technology Education

Business

Street Law/Business Law

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

Explore law and human rights in society and in the business world. Mock trials, speeches, and debates will reflect current issues. We will discuss legal principles as applied in business and in our personal lives. Learn about juvenile rights and responsibilities. Analyze legal cases, ethics, the court system, crimes, torts, property law and contract/consumer law. Spring semester we will partner with the UW Law School for its Street Law class. There will be a field trip to the UW Law School. (#4265)

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

Computer Applications I, II

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

All Roosevelt students can take computer applications to prepare for success with computer technology and in our high tech business world. The fundamentals of keyboarding are acquired; Microsoft Office is used to prepare outlines, school reports, letters, spreadsheets, etc. The basics of Internet, e-mail, computer hardware and software are covered. (#1560) (also called Digttools)

Introduction to Business

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

Gain success for your future! Show your talents as you create a business of your choice. Explore the world of money, investments, and global economics. Develop a career and college plan with a professional portfolio and resume. In this active survey course, we'll explore how successful companies work around the world, practice ethical leadership, and learn to make smart financial decisions. (#1854)

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

Marketing 1, 2

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

Course fee \$30, but is only required for one Marketing course per year.

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

Organizations spend billions of dollars a year on marketing efforts in the US to influence the public's

buying decisions. Students will learn how to market themselves, products, and services. Students will also learn more about careers in marketing and advertising in a fun, interesting class. There are leadership opportunities in DECA which will provide the student with many opportunities for travel, leadership development and practice, scholarship opportunities, and fun.

Note: Students in Marketing 2 may choose to concurrently enroll in the School Store course. (#1335/#1336)

School Store/Marketing Lab

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

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

This is a unique course offered 4th period, involving on-campus work experience in a functioning business: the Green & Gold Exchange student store. Student employees are trained to operate electronic cash registers and to handle the following jobs: advertising, purchasing, inventory control, recordkeeping, food preparation, stock maintenance, clothing sales, store maintenance, and cleaning. Courtesy, service, honesty, and professionalism identify the successful student working in the store. Excellent attendance is essential to your success in this course. Staff is encouraged to be involved in DECA. (#1339)

Advertising

9, 10, 11, 12
1 period, ½ credit

Course fee \$30, but is only required for one Marketing course per year.

Recommended prerequisite is Marketing 1.

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

The course will include discussion and independent and team work, including developing an advertising campaign. Students will gain insight into what advertising tools are most effective and evaluate the effect advertising has on individuals, including themselves. Enrollment in this course makes students eligible for participation in DECA activities, including conferences and local and regional competitions. Most assignments will be completed in

class, but students can expect an average up to one hour of homework per week.

Office Assistant / Secretarial Service

11, 12—Semester
1 period, ½ credit

Prerequisite: Permission

Work as an aide in the Main Office, Counseling Center, Attendance, Registration, or Book Room under the supervision of classified staff. #4750

Web Design 1

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

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

Web Design 2

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

Prerequisite: Web Design 1

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

Introduction to Computer Science

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

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

as [Scratch](#), [Arduino](#), and [Processing](#), students will work on projects (both individual and team) in the areas of graphics and games, animation and art, electronics systems, and interactive fashion.

AP Computer Science A

9, 10, 11, 12—Year
1 period, ½ credit per semester

Prerequisite: Algebra 1A/1B

This course is an introductory study of the theory and practice of computer science and software engineering. It covers fundamental concepts of programming, including data structures, algorithms, and procedures, as well as object-oriented methodologies. Students will learn problem-solving techniques, software design and documentation skills, and development and debugging strategies, all using the Java programming language. This Advanced Placement course is the equivalent of a first-year college course in computer science, and is based on the University of Washington’s curriculum for its introductory computer science course (CSE 142/143). It prepares students to take the Advanced Placement Computer Science A Exam in the spring.

Computer Science Projects 1/2

9, 10, 11, 12 -- Semester/Year
1 period, ½ credit per semester

Permission of instructor is required.

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

Technology

Introduction to Engineering Design—PLTW

9, 10, 11, 12—Year

1 period, ½ credit each semester

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

Computer Integrated Manufacturing—PLTW

10, 11, 12—Year

1 period, ½ credit each semester

Prerequisite: Intro to Engineering Design

This course applies principles of robotics and automation. It builds on computer solid modeling skills developed in Introduction to Engineering Design.

Students use CNC equipment to produce actual models of their 3-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are used.

Digital Electronics—PLTW

9, 10, 11, 12—Year

1 period, ½ credit each semester

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

Aerospace Engineering

9, 10, 11, 12—Year

1 period, ½ credit each semester

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

Project Management

9, 10, 11, 12—Year

1 period, ½ credit each semester

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.

Family and Consumer Science

Independent Living

9, 10, 11, 12—Semester

1 period, ½ credit

Preparing for life in the Twenty-First Century is a complex issue! You learn essential life skills to simplify this task by taking a course designed to prepare teenagers for the real world. Items covered include: consumer and nutritional awareness; time and money management; self esteem and stress control; reduce, reuse, recycle tactics; and career exploration plus job skills—techniques that will help you stay together when life is pulling you apart. Discover career pathways as a transition to the future. The student will: make real-life connections between the learning environment and the world of work; increase career development awareness; develop social and personal responsibility; build daily living skills; prepare for ongoing learning; and develop leadership skills.

Apparel and Textiles

9, 10, 11, 12—Semester

1 period, ½ credit

This sewing course is individualized to help the student sew with fun and success at his/her own pace in a lively atmosphere with a positive attitude. The methods used are up-to-date, save work, save time and error, and give beautiful results. Students select their own projects and work with the latest fabrics, colors, and sewing techniques. This course will help them put together easy, effective new looks, boost their self-esteem and confidence, and s-t-r-e-t-c-h their clothing dollar.

Family Health

11, 12—Semester

1 period, ½ credit

This course is only available to students who have not taken 9th grade Health.

Family Health is a comprehensive vocational course that deals with issues and topics related to making choices regarding personal health. Students will explore family and community health issues and resources. Included in this course are opportunities to explore global and cultural influences, careers, and leadership.

Nutrition and Wellness

9, 10, 11, 12—Semester

1 period, ½ credit

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

wide selection of ethnic foods as well as the standard American favorites.

Culinary Arts/Prostart

10, 11, 12—2 Semesters

1 period, ½ credit each semester

Prerequisites: Nutrition and Wellness

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

Human Development

10, 11, 12—Semester

1 period, ½ credit

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

Family Relationships

10,11,12—Semester

1 period, ½ credit

This course focuses on the significance of family and peers and its impact on the well-being of individuals and society. The family around the world is studied as a social unit in all its dynamic aspects. All relationship advice is not created equal! The teen years will be explored and researched. Be prepared to join lively discussions and lessons on relationships, one of the most meaningful elements in life.

Family Psychology

11, 12—Semester

1 period, ½ credit

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

Language Arts

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

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

Overview of Language Arts Course Offerings

- Classes that fulfill 9th grade requirements: 9a and 9b.
- Classes that fulfill 10th grade requirements: 10a and 10b.
- 11th and 12th grade: The class of 2013 is required to take the yearlong course, Advanced Placement Language and Composition, during either the junior or senior year. The class of 2014 may opt for the College in the High School (CIHS) course sequence instead of the AP course. These courses satisfy the American Literature graduation requirement.
- Most colleges require two more semesters of Language Arts. All LA Option courses satisfy this expectation and are open to 11th and 12th graders without priority.

Language Arts course offerings, by grade level

9 th grade	10 th grade	11 th and 12 th grade	LA Options for 11 th and 12 th grades	
^ LA 9a	^ LA 10a	<u>Required for class of 2013 :</u>	Short Writings and Readings (Creative Writing)	Shakespeare Short Story
^ LA 9b	^ LA 10b	AP Language and Composition (full year course) LA Options	Hands for a Bridge/Travel* Modern World Lit. Philosophy & Lit. Science Fiction	Speech Sports Lit. Women's Lit
		<u>Required for class of 2014:</u> AP Language and Composition (full year course) OR College in the High School (CIHS) sequence**: CIHS Film as Literature or CIHS Living in Place LA Options		

Electives

Yearbook
Newspaper

[^] Fulfills a specific graduation requirement for that grade level.

*Full year course, entrance by application only

CIHS sequence: These courses are **not considered LA Options for 2012-2013.

Honors in Language Arts Courses

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

For honors credit, students must complete these steps:

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

Ninth grade classes

Language Arts 9/World History I & II Block

9—Year

2 periods blocked 2 credits

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

Students write in a variety of modes, finishing four cornerstone assignments: literary analysis, personal narrative, the “I-Search” paper, and the memoir project. Students who complete freshman year will be prepared for the rigorous approach found in 10th grade AP Human Geography and Global Literature.

Tenth grade classes

Language Arts 10

10—Year

1 period, 1 credit

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

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

Grade 10 Block (LA 10 and AP Human Geography)

10—Year

2 periods, ½ credit each period per semester

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

Eleventh and twelfth grade classes

AP Language and Composition (Advanced Placement)

11, 12—Year

1 period, 1 credit

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

College in the High School (CIHS) Film

11, 12—Year

1 period, 1 credit

This CIHS sequence is a semester of Composition 131 and a semester of Comparative Literature 240 Film as Literature. The descriptions of these two courses follow:

Composition 131: The goal of this course is to prepare students for success in writing across various disciplines. Students will develop and refine their abilities as a reader, writer, and thinker through non-fiction readings and intensive practice in writing analytical arguments. Unlike most English classes that focus on literary analysis, this class focuses on non-fiction readings, which most students find challenging.

Students will learn to ask probing questions that lead to deeper, more interesting, more challenging ideas. Students may earn five University of Washington credits for Composition 131.

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

College in the High School (CIHS) Living in Place
11, 12—Year
1 period, 1 credit

This CIHS sequence is a semester of Composition 131 and a semester of Comparative Literature 240 Living in Place. The descriptions of these two courses follow:

Composition 131: The goal of this course is to prepare students for success in writing across various disciplines. Students will develop and refine their abilities as a reader, writer, and thinker through non-fiction readings and intensive practice in writing analytical arguments. Unlike most English classes that focus on literary analysis, this class focuses on non-fiction readings, which most students find challenging.

Students will learn to ask probing questions that lead to deeper, more interesting, more challenging ideas.

Students may earn five University of Washington credits for Composition 131.

Comparative Literature 240 Living in Place: This CIHS course focuses on how literature deals with the environment, i.e., how literary texts represent nature and how they present environmental issues, and why it matters that such issues are represented in this form.

This will not be a course in nature writing, nor in social science or public policy issues, although the course will intersect in numerous ways with both of those perspectives. Instead, Living in Place will study the way different authors use rhetorical elements to shape our attitudes toward nature and the environment.

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

LA Options—grades eleven & twelve

Short Writings and Readings(Creative Writing)
11, 12—Semester
1 period, ½ credit

Students work together to create a community of writers – a community which experiments with writing in different modes (poetry, fiction, song writing, drama), writing processes, ways of presenting writing, and ways of responding to writing. Students will read and explore novels, narratives, poetry and short stories that may serve as models for personal writings. Some assignments will be self-initiated, and students will be encouraged to self-assess as well as critique the writing of others.

credits for Composition 131.

Hands for a Bridge (traveling)

11, 12—Yearlong: 2 semesters
1 period, ½ credit

Students must apply to be in this class through a formal application and interview.

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

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

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

Literature and Philosophy

11, 12—Semester
1 period, ½ credit

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

Modern World Literature

11, 12—Semester
1 period, ½ credit

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

Science Fiction

11, 12—Semester
1 period, ½ credit

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

Shakespeare

11, 12—Semester
1 period, ½ credit

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

Short Story

11, 12—Semester
1 period, ½ credit

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

Speech

11, 12—Semester
1 period, ½ credit

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

Sports Literature

11, 12—Semester
1 period, ½ credit

This class concentrates on the reading of sports novels, biographies, and articles in magazines and newspapers. Students will also write articles. Speakers, films, and field trips may also be utilized as part of the course.

Women's Literature

11, 12—Semester
1 period, ½ credit

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

LA electives

Advanced Journalism—Newspaper

11, 12—Semester

1 period, ½ credit each semester

Prerequisite: Successful application.

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

Advanced Journalism—Annual

11, 12—Semester

1 period, ½ credit each semester

Prerequisite: Successful application sophomore year.

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

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

Mathematics

Algebra 1A

9—1st Semester only

1 period, ½ credit

Algebra 1A is the first semester of a yearlong Algebra 1 course, which provides a practical blend of technology-related and paper-and-pencil problem solving tools. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understandings. Students make sense of important algebraic concepts, learn and practice essential algebraic skills, and apply algebraic thinking.

This course allows students to experience algebra through the use of multiple representations: numerical, graphic, symbolic, and verbal. Topics in this course include: Graphing, Linear Equations, Quadratic Equations, Functions, Exponents, Data Analysis, Proportional Reasoning, Probability, Systems of Equations, and Inequalities.

Algebra 1B

9—Semester

1 period, ½ credit

Algebra 1B is the second semester of a yearlong Algebra 1 course, which provides a practical blend of technology-related and paper-and-pencil problem solving tools. Explorations and investigations emphasize symbol sense, algebraic manipulations, and conceptual understandings. Students make sense of important algebraic concepts, learn and practice essential algebraic skills, and apply algebraic thinking.

This course allows students to experience algebra through the use of multiple representations: numerical, graphic, symbolic, and verbal. Topics in this course include: Graphing, Linear Equations, Quadratic Equations, Functions, Exponents, Data Analysis, Proportional Reasoning, Probability, Systems of Equations, and Inequalities.

Math Improvement for Algebra 1

9, 10—Semester

1 period, ½ elective credit each semester

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

Geometry A

9, 10—Semester

1 period, ½ credit

Prerequisite: Algebra 1 A & B

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

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

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

The Geometry A curriculum is based on the rigorous Performance Expectations of the Washington State K-12 Mathematics Learning Standards.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

9, 10—Semester

1 period, ½ credit

Prerequisite: Algebra 1 A & B

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

mathematics curriculum to Algebra 2A and 2B as well as for the Washington state assessments in mathematics.

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

The Geometry B curriculum is based on the rigorous Performance Expectations of the Washington State K-12 Mathematics Learning Standards.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.

Math Improvement for Geometry

10, 11—Semester

1 period, ½ elective credit each semester

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

Geometry Honors

9—Semester

1 period, ½ credit each semester

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

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

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

Algebra 2A

10, 11—1st Semester only

1 period, ½ credit

Prerequisite: Geometry B with a grade of 'C' or higher

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

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

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

Algebra 2B

10, 11— 2nd Semester only

1 period, ½ credit

Prerequisite: Algebra 2A with a grade of 'C' or higher
Algebra 2B is a semester-long course that continues to extend student understanding of the number

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

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

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

Algebra 2A-2B Honors

10— Semester

1 period, ½ credit each semester

Prerequisite: successful completion of Geometry A/B honors.

This course is offered in grade 10 and provides in-depth coverage of Algebra 2. It is part of the honors

mathematics program that culminates in the study of calculus in grade 12.

The primary distinction between Algebra 2 and Algebra 2 Honors is the pace at which the course moves, and additional resource/enrichment is presented to students. Algebra 2 Honors moves more quickly through the content than Algebra 2, and students also are expected to perform on topics not covered in Algebra 2.

Precalculus I-II

12—Semester

1 period, ½ credit each semester

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

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

through group activities, experiments and independent projects.

Precalculus I-II Honors

11—Semester

1 period, ½ credit each semester

Prerequisite: Algebra 2BH, with a grade of 'B' or higher, or equivalent/permission.

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

AP Calculus 1, 2 (AB)

12— Semester

1 period, ½ credit each semester

Fee for required study guide: Approximately \$25

Prerequisites: Precalculus II Honors, or Precalculus II, or permission.

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

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

AP Calculus 3, 4 (BC)

12— Semester

1 period, ½ credit each semester

Fee for required study guide: Approximately \$25

Prerequisites: AP Calculus AB or equivalent, with consent of the instructor and department chair

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

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

AP Statistics I-II

12—Semester

1 period, ½ credit each semester

Fee for required study guide: Approximately \$25

Prerequisite: Precalculus or equivalent and permission of instructor ; or Algebra 2B with 'B' and teacher permission

This course provides an introduction to the statistical analysis of data. This course will stress the general abstraction of descriptive and inferential statistics to answer a scientific question. Topics covered will include definition of common descriptive techniques, estimation and testing for continuous, discrete, and censured response variables in parametric models. Emphasis will be placed on the similarity among the various forms of analyses. 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

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Physical education

Beginning with the class of 2014, students who take a physical education class must begin with the Personal Fitness class.

Personal Fitness

9—Semester
1 period, ½ credit

Starting in 2011-2012, students who take physical education must take this course before any other physical education course.

This course is part of the program called “5 for Life” and is a research-driven curriculum designed to teach principles of health and fitness. The curriculum provides an educational base for personal physical fitness and also includes conditioning activities such as jogging, weight training, and motor skills for sports.

Weight Conditioning

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

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

This class can be taken more than once.

Adv. Weight Training

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

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

Permission from the teacher is required.

Team Sports

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

This one semester course consists of skill instruction and practice along with tournament game participation in a variety of field and gymnasium team sports. Students can expect recreational participation in flag football, hockey, basketball, softball, lacrosse, soccer, ultimate Frisbee, basketball, volleyball and other sports the instructor deems appropriate.

Students want to continue in a sport area outside of class to maintain their health and well being.

Sportsmanship and cooperation skills learned from playing on a team continue out of the class into real

life situations. Choices for further profession include teaching physical education, recreation center employment, or skilled instructor in any one area.

Individual Sports

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

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

Water Sports / Swimming

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

This class meets at Evans Pool at Green Lake. The course is an instructional and conditioning class. The four basic strokes (butterfly, backstroke, breaststroke, and freestyle) are taught along with safety skills, treading water, and diving. Water games include water polo, water volleyball, and relay games. Employment opportunities include life guarding and teaching swimming to younger children.

American Red Cross Lifeguarding

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

Students must be fifteen years old.

The lifeguarding class will conform to all the requirements of the American Red Cross. The student will learn skills for interacting with the public, preventing aquatic injuries, preparedness for emergencies, rescue skills, First Aid and CPR. After successful completion of all skills and tests the student will hold an American Red Cross Lifeguarding card enabling him/her to apply for jobs at pools or beaches.

Fitness Yoga

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

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

Health

Health

9 (preferred)—Semester
1 period, ½ credit

This course is required for high school graduation. The class will provide students with the opportunity to learn about a variety of health issues and to become personally involved in those concerns that have a direct impact on their lives. Topics covered will

include physical, mental, social, and emotional aspects of wellness and will be taught through the use of written texts, articles, guest speakers, hands-on projects, journal writing, and student presentations or reports. This class meets the Washington State requirements for HIV/AIDS education, and requires participation in fitness and health related projects and discussions.

Science

All science courses are laboratory courses and we request a laboratory use fee. Currently, the suggested amount is \$10 per semester for many courses; however, we request \$25 per semester for advanced courses.

Each science course emphasizes the development of the following skills:

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

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

Specific prerequisites are listed for many of the courses within these course descriptions; however, in general, Biology is a prerequisite for Chemistry, Physics, Biotechnology, and Marine Biology. Chemistry is a prerequisite for Organic Chemistry and Physics is a prerequisite for AP Physics.

All ninth grade students are required to take Physical Science.

Physical Science

9—Year

1 period, ½ credit per semester

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

Biology I–II

10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: Successful completion of Algebra 1

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

Chemistry I–II

10, 11, 12—Year

1 period, ½ credit per semester

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

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

Physics I–II

11, 12—Year

1 period, ½ credit per semester

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

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

Marine Biology

11, 12— Semester
1 period, ½ credit

Prerequisite: Successful completion of Biology II and one of the following: 9th grade Science or Chemistry I.

This lab science course is a study of marine organisms, their classification, and physical oceanography. Special attention is given to beach dynamics, salt and fresh water chemistry, ocean topography, and other environmental topics important to maintaining the marine ecosystem. Student should expect that field trips are an essential supplement to classroom activities.

Ecology

11, 12—2nd Semester only
1 period, ½ credit

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

Earth Science

11, 12—1st Semester only
1 period, ½ credit

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

Biotechnology I–II

11, 12—Year

Prerequisite: 'C' or better in Biology 1 & II (or teacher permission)

1 period, ½ credit per semester

Suggested course fee: \$20 per semester

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

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

Students will also explore, write about, and discuss the ethical issues related to the rapid advances occurring in biotechnology. Participation in BioExpo (a regional science fair) is expected.

AP Physics B (Advanced Placement)

11, 12—Year

1 period, ½ credit per semester

Prerequisite: Previous successful year of Physics, "B" or better in Precalculus & instructor permission.

AP Physics is a second-year course and follows the College Board AP Physics B curriculum. This class emphasizes complex problem-solving skills.

The course provides an understanding of the basic principles involved with physical concepts and the ability to apply these principles in the solution of problems. The course content includes topics in mechanics, kinetic theory and thermodynamics, fluids, electricity and magnetism, waves and optics, and modern physics.

Students accepted for this class must have shown above-average effort and achievement in their math and science classes, and must have acquired instructor approval.

Organic Chemistry and Biochemistry

11, 12—Year

1 period, ½ credit per semester

Prerequisite: Completion of Chemistry I & II, an application is required--see instructor.

The course is a year-long intensive study of organic chemistry and biochemistry. The first semester engages students in organic chemistry. This includes the basic structure of alkanes, alkenes, and the various functional groups (alcohols, ethers, amides, carboxylic acids, etc...). IUPAC nomenclature and identifying reactions for the various functional groups is also studied. The second semester of the course students use their knowledge of organic compounds to investigate, explain, and describe proteins, lipids, carbohydrates, vitamins, and hormones.

Social Studies

Ninth grade classes

World History I/Language Arts 9 Block

9—year

2 periods, ½ credit each semester per course

World History I and II include the study of culture-regions focused on the peoples who live in Asia, the Middle East and Africa. The study of the many regions of Asia includes geography, history and cultural, political and economic characteristics with emphasis on the contemporary scene. The course of study for the Middle East and Africa includes units on the Muslim World and Africa south of the Sahara. By studying major culture areas, students will better understand current and changing conditions in the world. This course is taught in a block with LA9, incorporating projects that integrate the history and literature of each region while also providing a supportive learning community.

Tenth grade classes

AP Human Geography (Advanced Placement)

10—year

1 periods, ½ credit each semester

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

AP Human Geography/Language Arts 10 Block

10—Year

2 periods, ½ credit each semester per course

This Global Studies Block is a team-taught, interdisciplinary approach to the formal study of AP Human Geography and World Literature. Students take this class in a two hour block, producing several projects which ask for synthesis of history, literature and the arts. In addition, students write in a variety of rhetorical and artistic modes. Essential to this curriculum is the creation of a strong, supportive learning community.

Eleventh grade classes

U.S. History

11— year

1 period, ½ credit each semester

United States History 11A and B are a selective study of American history and government. The course is organized around topics and themes within a broad chronological framework. It is designed to help students think about the relationship of past and present, understand current situations, and develop the skills of synthesizing information and decision-making. Attention is given to the development of skills that increase ability for historical interpretation. This course places the ideas, issues, and confrontations that have shaped this nation into a perspective that will help students with the present and future.

AP U.S. History

11—year

1 period, ½ credit each semester

This class is a comprehensive study of American History that covers the political, economic, social, and cultural history of the United States from the Age of Discovery through the Twenty-first Century.

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

Twelfth grade classes

American Government

12—semester

1 period, ½ credit

This course for seniors focuses on the Constitution and the Bill of Rights, crucial Supreme Court decisions, the separation of powers and current issues in American society that relates to the study of government and economics. In addition to extensive reading and writing, students will conduct mock trials and moot hearings, engage in simulations and debate relevant issues. Economics is studied within the framework of the American political system. Students will explore law, public service, and foreign relations.

AP American Government and Politics

12—semester

1 period, ½ credit

This class will take a comprehensive and analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, theories of democratic governance, the major institutional arrangements of power in U.S. Government and separation of power, voting and citizen participation in political life, as well as the roles of Political parties and the media. Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors, and the political consequences of these differences. Particular attention is given to the study of the development of individual rights and liberties and their impact on citizens.

Social Studies electives

AP Comparative Government

12—semester

1 period ½ credit

The course should encompass the study both of specific countries and of general concepts used to interpret the key political relationships found in virtually all national polities. Five countries form the core of the examination. Four of these nations are Great Britain, France, Russia / the Soviet Union, and China. These states are included because they are commonly covered in college Comparative politics courses and provide paradigms of different types of political systems. The inclusion of a developing nation allows the political implications of different levels of economic development to be examined. For the fifth nation, therefore, the examination will permit the choice of India, Mexico, or Nigeria. With these five countries as examples, the following substantive topics and questions in comparative politics may be chosen to explore:

- I. Sources of Public Authority & Political Power
- II. The Relationship between State and Society
- III. The Relationship between Citizens and States
- IV. Political and Institutional Frameworks
- V. Political Change
- VI. The Comparative Method

World Languages

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

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.

French

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

French 1 a–b

9, 10, 11, 12—Year

1 period ½ credit

Material Fee—\$15

Performance Level: Novice Low–Mid

French 1 is a two year middle school or one year high school course that introduces students to French language and Francophone culture. Students learn to carry on a conversation with a French speaker about self, family, friends, fashion, and fun activities.

Students read and write simple stories and messages in French. They learn where French speakers live and all they do.

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

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

The French 1 curriculum is guided by a set of rigorously vetted course objectives that span basic

word recognition to using memorized phrases and familiar vocabulary to talk about oneself and ones surroundings. The course objectives encourage students to talk about themselves, their friends and family, school, food, clothing, travel, and hobbies. Students will compare their own understanding of these topics to those of their peers in the French-speaking world.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens students' global perspective as they learn to communicate with people in the French-speaking world. As a result students are prepared to carry on short conversations in French, read and write short paragraphs about topics related to themselves, friends and family in French, and identify products and practices of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain the knowledge and skills that will enable them to communicate with respect with French speakers, thus contributing to their development as global citizens.

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

French 2 a–b

9, 10, 11, 12—Year

1 period ½ credit

Material Fee—\$20

Prerequisite: French 1

Performance Level: Novice Mid–High

French 2 is a year-long course that builds upon skills developed in French 1. Students will learn language skills necessary to survive in a French-speaking country, express opinions and needs, have conversations in French, and learn how to live like a local in any French-speaking country. The course prepares students to comprehend and sustain a conversation about travel and living abroad, health,

leisure activities, holidays, and different ways of life. Students will read materials on topics of personal interest and derive meaning from selected authentic texts. They will write about familiar topics and explore how and where French-speaking people live. Close attention will be paid to developing communicative skills. At the conclusion of this course students will be able to:

- Carry on conversations on familiar topics with pronunciation that does not interfere with communication
- Ask and answer a variety of questions with some explanations
- Express opinions, feelings and needs, providing solutions to simple problems
- Comprehend the main ideas of selected authentic audio recordings, broadcasts and video and understand selected authentic written texts
- Write short paragraphs, stories, skits, and dialogues on familiar topics (up to 150 words)
- Gain knowledge and understanding of the people and cultures of the Francophone world

The French 2 curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language about self, family, and friends to understanding and using language related to travel and living in a French-speaking country. The course objectives encourage students to talk about travel and living abroad, health, leisure activities, holidays, and different ways of life in the French-speaking world.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens students' global perspective as they learn to communicate with different types of people in the French-speaking world. As a result students are prepared to carry on longer conversations in French, read and write paragraphs on topics related to travel and living in the French-speaking world, and describe the products and practices of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain the knowledge and skills that will enable them to communicate with respect with people from the Francophone world, thus enabling them to become engaged global citizens.

French 3 a–b

10, 11, 12—Year

1 period, ½ credit

Material Fee—\$25

Prerequisite: French 2 a-b

Performance Level: Novice High –Intermediate Low

French 3 is a year-long high school course that expands the student's knowledge of the French-speaking world through traditional and modern art, literature, and music. Students will engage in extended conversations, provide and obtain detailed

information, express opinions, feelings, and emotions and more precise nuances on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to increasing precision in expressing and understanding language via the use of homonyms, synonyms, tentative expressions. Students will increase familiarity with the history of the Francophone people, and demonstrate an understanding of the relationship between the practices, products and perspectives of Francophone people.

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

- Engage in extended conversations on a variety of topics
- Express opinions, feelings, and emotions on a variety of topics
- Comprehend main ideas and some supporting details of selected authentic audio recordings, broadcasts, video, and written texts
- Write essays, stories, skits on a variety of topics (up to 300 words)
- Identify, use, and compare/contrast some common social conventions, social courtesies and gestures in predictable everyday situations in the French-speaking world
- Gain knowledge and understanding of the art, literature, and music of French-speaking world

The French 3 curriculum is guided by a set of rigorously vetted course objectives that span daily interactions while living in a French-speaking community to more complex word use/choice and creatively using learned phrases and vocabulary to talk about a variety of topics. The course objectives encourage students to talk about preferences in music, art, and literature, and to interact with Francophone culture with respect and understanding.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens students' global perspective as they increase their ability to communicate with a variety of people in socially-appropriate ways. As a result, students are prepared to carry on formal and informal conversations in French. They can comprehend selected authentic audio, video, and written texts especially about the music, art, and literature of the Francophone world. They can communicate understanding of some products, practices, and perspectives of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain knowledge and skills that will enable them to become

better acquainted with French speakers and to further their development as global citizens.

AP French 5a–5b

10, 11, 12—Year

1 period, ½ credit per semester

Workbook fee—\$40 & fee for AP test

Prerequisite: French 3 and permission from the teacher

Performance Level: Novice High–Intermediate Low

French 3 is a year-long high school course that expands the student’s knowledge of the French-speaking world through traditional and modern art, literature, and music. Students will engage in extended conversations, provide and obtain detailed information, express opinions, feelings, and emotions and more precise nuances on a variety of topics.

The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to increasing precision in expressing and understanding language via the use of homonyms, synonyms, tentative expressions. Students will increase familiarity with the history of the Francophone people, and demonstrate an understanding of the relationship between the practices, products and perspectives of Francophone people. At the conclusion of this course students will be able to:

- Engage in extended conversations on a variety of topics
- Express opinions, feelings, and emotions on a variety of topics
- Comprehend main ideas and some supporting details of selected authentic audio recordings, broadcasts, video, and written texts
- Write essays, stories, skits on a variety of topics (up to 300 words)
- Identify, use, and compare/contrast some common social conventions, social courtesies and gestures in predictable everyday situations in the French-speaking world
- Gain knowledge and understanding of the art, literature, and music of French-speaking world

The French 3 curriculum is guided by a set of rigorously vetted course objectives that span daily interactions while living in a French-speaking community to more complex word use/choice and creatively using learned phrases and vocabulary to talk about a variety of topics. The course objectives encourage students to talk about preferences in music, art, and literature, and to interact with Francophone culture with respect and understanding.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in French. The course broadens

students’ global perspective as they increase their ability to communicate with a variety of people in socially-appropriate ways. As a result, students are prepared to carry on formal and informal conversations in French. They can comprehend selected authentic audio, video, and written texts especially about the music, art, and literature of the Francophone world. They can communicate understanding of some products, practices, and perspectives of Francophone culture. Through a structured progression of topics that build language and culture proficiency in French, students will gain knowledge and skills that will enable them to become better acquainted with French speakers and to further their development as global citizens.

Japanese

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

Japanese 1 a–b

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$35

Performance Level: Nov Low–Mid

Japanese 1 is a year-long, two semester high school course that introduces students to the Japanese language. Students show their understanding by using Japanese correctly in speaking, reading, writing, and listening activities.

The course prepares students to develop their speaking and writing skills to meet the communication needs of real-life situations using Japanese. Students not only improve their communication skills in Japanese, but also develop critical thinking skills along with a deeper appreciation of Japanese culture and of the cultural diversity in the world.

At the conclusion of this course students will be able to ask and answer questions, carry on simple conversations, express simple opinions and needs, read and write short paragraphs, gain knowledge and understanding of Japanese culture.

The Japanese curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition in Japanese KANA formats, ten to twenty-five common KANJI, to using memorized phrases and familiar vocabulary to talk about oneself and surroundings. The course objectives encourage students to talk about themselves, their friends and family, school, food, and free time activities.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in Japanese. The course broadens students’ global perspective as they learn to

communicate with different types of people in Japanese. As a result, students are prepared to carry on simple, short conversations in Japanese to get or give information, read and write short paragraphs on selected topics in Japanese, and understand some of products, practices and perspectives of Japanese culture. Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain the knowledge and skills that will enable them to meet and understand a Japanese speaker and to become better global citizens.

At the conclusion of the course students will demonstrate proficiency in the Japanese language at the Novice Low level on the ACTFL proficiency scale. Students will have a ready command of simple, concrete expressions in verbal and written formats. They will be prepared to focus on extending their vocabulary and range of real life communication situations with a variety of people of different social standings that require switching between formal and informal, gender specific speech practices, as well as learning KANJI in the Japanese 1B course.

Japanese 2 a–b

9,10,11,12—Year

1 period, ½ credit per semester

Workbook Fee—\$35

Prerequisite: Japanese 1

Performance Level: Novice Mid

Japanese 2 is a year-long course that builds upon skills developed in Japanese 1. Students learn language skills necessary to survive in Japan, express opinions and needs, have conversations in Japanese, and learn how to live like a local in any Japanese community.

The course prepares students to comprehend and sustain a conversation about travel and living abroad, health, leisure activities, holidays, and different ways of life. Students will read written materials on topics of personal interest and derive meaning from selected authentic text. They will write about familiar topics and a variety of lifestyles in Japan. Close attention will be paid to developing communicative skills. At the conclusion of this course students will be able to initiate and sustain conversation on familiar topics with pronunciation that does not interfere with communication; ask and answer a variety of questions with justification; express opinions, feelings and needs, providing solutions to problems; comprehend main ideas of selected authentic audio recordings, broadcasts and video; understand selected authentic written text by reading 100 –130 KANJI and writing fifty to eighty KANJI; write short paragraphs, stories, skits, and dialogues on familiar topics (up to 100 words); gain knowledge and understanding of Japanese culture.

The Japanese 2A curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language elements to expanding the use and understanding of phrases and vocabulary in reading, writing, listening and speaking. The course objectives encourage students to talk about food, eating out, shopping, travel/directions, school life, health, leisure activities, seasonal events, and part-time work situations.

This course prepares students for college and career through a carefully constructed course of study. The course broadens students' global perspective while learning to communicate with different types of people. As a result students are prepared to sustain conversations in Japanese, read and write paragraphs about a variety of topics in Japanese, and understand the products, practices, and perspectives of the Japanese people. Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain the knowledge and skills that will enable them to become engaged global citizens.

At the conclusion of the course students will demonstrate proficiency in the Japanese language at the Novice Mid level on the ACTFL proficiency scale. Students will have a ready command of basic communicative use of the Japanese language preparing them for the focus of more complex use of the Japanese language in Japanese 2B.

Japanese 3 a–b

10, 11, 12—Year

1 period, ½ credit per semester

Workbook and Cultural Supply Fee—\$35

Prerequisite: Japanese 2 with 70% minimum grade

Performance Level: Novice High

Japanese 3 is a year-long, two semester course that enables students to read 300 KANJI and write 150 KANJI. Students will engage in extended conversations, provide and obtain more detailed information, express feelings and emotions more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to variance in language use of homonyms, synonyms, tentative expressions. Students will increase their understanding of the history of the Japanese people, and demonstrate an understanding of the relationship between the practices, products and perspectives of Japanese people.

At the conclusion of this course students will be able to comprehend simple statements and respond to simple commands and questions on the basis of learned materials; express ideas and some details in phrases and sentences on a variety of topics;

comprehend main ideas and some supporting details from simple narratives and materials, such as menus, notes and schedules; write/compose short messages, notes and simple guided paragraphs; identify, use, and compare/contrast some common social conventions, social courtesies and gestures in predictable everyday situations.

The Japanese 3 curriculum is guided by a set of rigorously vetted course objectives that span word use/choice in Japanese in both KANA and KANJI formats, to creatively using learned phrases and familiar vocabulary to talk about a variety of topics and situations related to teenager culture. The course objectives encourage students to talk about themselves, their friends, family, school, food, lifestyles and free time activities in urban settings.

This course prepares students for college and career through a carefully constructed course of study. The course leads students in gaining a larger global perspective while learning to communicate with a variety of people in socially appropriate ways. As a result, students are prepared to carry on formal and informal conversations in Japanese to get or give information, read and write paragraphs on selected topics in Japanese, and communicate their understanding of some products, practices, and perspectives of Japanese culture using the target language.

Through a structured progression of topics that build language and culture proficiency in Japanese, students will gain knowledge and skills that will enable them to deepen a mutual relationship with a Japanese speaker and to practice being a better global citizen. At the conclusion of the course, students will demonstrate proficiency in the Japanese language at the Novice High level on the ACTFL proficiency scale. Students will have a ready command of the structures of the Japanese language and cultural practices/perspectives preparing them for the focus on increased accuracy and control of linguistic elements in Japanese 4 so that they may demonstrate proficiency on the AP Exam at Level 3 and above, or, on the IB Exam, score 3 and above.

AP Japanese 5a–5b

10, 11, 12—Year

1 period, ½ credit per semester

Workbook and Field Trip Fee—\$40 & fee for AP test

Prerequisite: Japanese 3

Performance Level: Inter Mid–High

Japanese 5 AP is a one year high school course that emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the Japan and Asia. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments, and negotiating to

reach consensus. At the conclusion of this course, students will ask and respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the authors' styles and perspectives; write research papers on topics of interest related to the Japanese people; explain how history and culture affect opinions and viewpoints of people in Japan and Asia; explain and understand views of Japan and its people by other nations; understand Japan's impact on world politics, economics and history.

The Japanese curriculum is guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance in order to understand a variety of perspectives.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students to further develop a global perspective while learning to communicate with different types of people. As a result students are prepared to discuss and defend opinions, read authentic literature, write research papers on a topic of international importance, and discuss historical and philosophical backgrounds that have influenced the perspectives of people of Japan. Through a structured progression of topics, students will gain the knowledge and skills to interact with understanding and respect with people from different countries and cultures.

At the conclusion of this course students will have a ready command of a broad range of communicative tasks and culture so that students will be well prepared to score at the highest levels on the AP and IB tests and other proficiency assessments. They will be equipped to enter upper level language classes in college, and to become a life-long learner and user of the Japanese language in their future career and life choices.

Japanese Independent Study a–b

11, 12—Year

1 period, ½ credit per semester

Prerequisite: AP Japanese 5 a–b

Performance Level: Inter High

This Japanese course is intended for students who successfully complete the AP course and want to continue studying the language at the advanced level. Course topics will be determined by mutual agreement between the students and the teacher of this course.

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

Latin

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

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

Latin 1 a–b

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook and National Exam Fee—\$20

Latin 1 is a one year high school course that introduces students to Latin language and ancient Roman and Greek culture. The course prepares students to read basic narratives and prose in Latin, read and write simple sentences about familiar topics, and explore how and where Latin was spoken and/or used as a scholarly, academic language. Close attention will be paid to developing communicative skills which focus on reading comprehension and written expression as well as public speaking.

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

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

The Latin curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to learn about ancient Roman culture, history and society. The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of classical mythology on two thousand years' worth of art, literature and popular media.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. As a result, students are prepared to perform actions like reading passages in Latin and English on a range of political, historical and cultural topics, composing grammatically correct sentences in Latin using the target vocabulary, and presenting research on a topic of their choice pertaining to ancient Roman society. The course leads students in gaining a larger global perspective while comparing and contrasting contemporary society to the world of ancient Greece and Rome. Through a structured progression of topics that explore Roman family life and social institutions, students will gain the knowledge and skills that will enable them to read increasingly complex Latin prose.

Latin 2 a–b

10, 11, 12—Year

1 period, ½ credit per semester

Workbook and National Exam Fee—\$20

Prerequisite: Latin 1

Latin 2 is a one year high school course that continues students' exploration of the Latin language and ancient Roman and Greek culture. The course prepares students to read narrative, descriptive and expository passages, both prose and poetry, in Latin; students will also write Latin sentences using increasingly complex grammatical structures, and explore how and where Latin was spoken and/or used as a scholarly, academic language. Close attention will be paid to developing communicative skills which focus on reading comprehension and written expression as well as public speaking.

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

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

The Latin curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to learn about ancient Roman culture, history and society. The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of classical mythology on two thousand years' worth of art, literature and popular media.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. As a result, students are prepared to perform actions like reading passages in

Latin and English on a range of political, historical and cultural topics, composing grammatically correct sentences in Latin using the target vocabulary, and presenting research on a topic of their choice pertaining to ancient Roman society. The course leads students in gaining a larger global perspective while comparing and contrasting contemporary society to the world of ancient Greece and Rome. Through a structured progression of topics that explore Roman family life and social institutions, students will gain the knowledge and skills that will enable them to read increasingly complex Latin prose.

Latin 3 a–b

11, 12—Year

1 period, ½ credit per semester

Workbook and National Exam Fee—\$20

Prerequisite: Latin 2

Latin 3 is a one year high school course that continues students' exploration of the Latin language and ancient Roman and Greek culture. The course prepares students to read authentic Roman literature, both prose and poetry, in Latin; students will also write Latin prose using increasingly complex grammatical and rhetorical structures, and explore how and where Latin was spoken and/or used as a scholarly, academic language. Close attention will be paid to developing communicative skills which focus on reading comprehension and written expression as well as public speaking and dramatic recitation. At the conclusion of this course, students will be able to:

- Read, analyze and interpret authentic Latin literature of the 1st Century BCE (e.g., Caesar, Catullus, Cicero, et al.) and the 1st Century CE (Ovid, Pliny, Martial, et al.)
- Carry on simple conversations in Latin
- Recite larger passages of Latin poetry and prose dramatically and expressively
- Gain knowledge and understanding of ancient Roman and Greek culture and its influence on Western history, with a particular focus on the historical events of the Late Republic and Early Empire

The Latin curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to learn about ancient Roman culture, history and society. The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of classical mythology on two thousand years' worth of art, literature and popular media.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. As a result, students are prepared to perform actions like reading passages in

Latin and English on a range of political, historical and cultural topics, composing grammatically correct sentences in Latin using the target vocabulary, and presenting research on a topic of their choice pertaining to ancient Roman society. The course leads students in gaining a larger global perspective while comparing and contrasting contemporary society to the world of ancient Greece and Rome. Through a structured progression of topics that explore Roman family life and social institutions, students will gain the knowledge and skills that will enable them to read increasingly complex Latin prose and poetry.

AP Latin a–b

12—Year

1 period, ½ credit per semester

Workbook and National Exam Fee—\$50

Fee for AP test

Prerequisite: Latin 3 and teacher permission

AP Latin Vergil is a one year high school course that continues students' exploration of the Latin language and ancient Roman and Greek culture. The course prepares students to read Roman literature, both prose and poetry, in Latin; students will also write Latin prose using increasingly complex grammatical and rhetorical structures, and explore how and where Latin was spoken and/or used as a scholarly, academic language. Close attention will be paid to developing communicative skills which focus on reading comprehension and written expression as well as public speaking, dramatic recitation and poetic composition. At the conclusion of this course, students will be able to:

- Read, analyze and interpret authentic Latin literature of the 1st Century BCE (e.g., Vergil, Lucretius, Catullus, Horace, et al.) and the 1st Century CE (Ovid, Pliny, Seneca, et al.)
- Carry on simple conversations in Latin
- Recite larger passages of Latin poetry and prose dramatically and expressively
- Gain knowledge and understanding of ancient Roman and Greek culture and its influence on Western history, with a particular focus on the historical events of the Late Republic and Early Empire
- Take the Advanced Placement Latin: Vergil examination

The Latin curriculum is guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to learn about ancient Roman culture, history and society. The course objectives encourage students to forge connections between English vocabulary and Latin and Greek roots, to compare Roman political and cultural institutions with those of contemporary society, and to explore the influence of

classical mythology on two thousand years' worth of art, literature and popular media.

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. As a result, students are prepared to perform actions like reading passages in Latin and English on a range of political, historical and cultural topics, composing grammatically correct sentences in Latin using the target vocabulary, and presenting research on a topic of their choice pertaining to ancient Roman society. The course leads students in gaining a larger global perspective while comparing and contrasting contemporary society to the world of ancient Greece and Rome. Through a structured progression of topics that explore Roman family life and social institutions, students will gain the knowledge and skills that will enable them to read increasingly complex Latin prose and poetry.

Latin for the College-Bound Student

11, 12—2 semesters

1 period, ½ credit

Prerequisite: minimum 2 years of a foreign language

Latin for College Prep B is the extension of a one semester course (#1408, currently titled Latin Intro) to a full year, in order to further prepare college-bound students for demanding curricula at the post-high school level. This class will also prepare students to succeed on the National Latin Exam, which is administered to students in March.

Spanish

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

Spanish 1 a–b

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$15

Performance Level: Nov Low–Mid

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

The course prepares students to carry on basic conversation in Spanish, read and write simple sentences about familiar topics, and explores how and where Spanish-speaking people live. Close attention will be paid to developing communicative

skills that focus on listening comprehension and speaking, as well as written expression. At the conclusion of this course, students can ask and answer questions; carry on simple conversations; express opinions and needs; read and write short paragraphs; gain knowledge and understanding of Spanish-speaking culture.

The Spanish curriculum guided by a set of rigorously vetted course objectives that span basic word recognition to using memorized phrases and familiar vocabulary to talk about oneself and one's surroundings. The course objectives encourage students to talk about themselves, their friends and family, home, school, food, clothing, travel, and interests.

This course prepares students for college and career through a carefully constructed course of study that builds language and culture proficiency. The course broadens students' global perspective as they learn to communicate with different types of Spanish-speaking people. As a result, students are prepared to carry on short conversations in Spanish, read and write short paragraphs about a variety of topics in Spanish, and understand the products and practices of Spanish-speaking cultures.

Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to become global citizens. At the conclusion of the course, students will have a ready command of basic communicative use of the Spanish language at the ACTFL Novice-low to Novice-mid level, preparing them for the focus of more complex use of the Spanish language in Spanish 2.

Spanish 2 a–b

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$15

Prerequisite: Spanish 1 a-b

Performance Level: Novice Mid–High

The course prepares students to comprehend and sustain a conversation about self, family, friends, interests, daily routine, health, school, travel and personal history. Students will read written materials on topics of personal interest and derive meaning from selected authentic text. They will write about familiar topics and explore how and where Spanish-speaking people live. Close attention will be paid to developing communicative skills.

At the conclusion of this course students will be able to initiate and sustain conversation on familiar topics with pronunciation that does not interfere with communication; ask and answer a variety of questions with justification; express opinions, feelings and needs, providing solutions to problems; comprehend main ideas of selected authentic audio recordings, broadcasts, and video and understand

selected authentic written text; write short paragraphs, stories, skits, and dialogues on familiar topics (up to 150 words); gain knowledge and understanding of Spanish-speaking culture.

The Spanish 2 curriculum is guided by a set of rigorously vetted course objectives that span basic knowledge of language elements to expanding the use and understanding of phrases and vocabulary in reading, writing, listening and speaking. The course objectives encourage students to talk about self, family, friends, interests, daily routine, health, school, travel and personal history.

This course prepares students for college and career through a carefully constructed course of study to build proficiency in Spanish. The course broadens students' global perspective as they learn to communicate with different types of people in the Spanish-speaking world. As a result students are prepared to carry on longer conversations in Spanish, read and write paragraphs about a variety of topics in Spanish, and increase their understanding of the products and practices of Spanish-speaking cultures. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to become global citizens.

At the conclusion of the course students will have the skills necessary to demonstrate proficiency in the Spanish language at the Novice Mid to High levels on the ACTFL proficiency scale. Students will have a ready command of basic communication skills in the Spanish language, preparing them for the focus of more complex use of the Spanish language and understanding of Spanish culture in Spanish 3.

Spanish 3 a–b

9, 10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$15

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

Performance Level: Novice High.

Spanish 3 a–b is a year-long course in which students engage in extended conversations, provide and obtain more detailed information, express feelings and emotions with more precise nuances, and exchange more detailed opinions on a variety of topics. The course prepares students to interpret a greater variety of texts and audio sources and to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Close attention will be paid to enhance communicative skills and enrich language production by using circumlocution, idiomatic expressions, questioning to elicit information, and deriving meaning through context. Students will demonstrate a deeper

understanding of the relationship between the practices, products and perspectives of Spanish-speaking people.

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

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

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

At the conclusion of the course students will have the skills necessary to communicate effectively at the ACTFL Novice-high level in the Spanish language. They will be prepared to build on the more complex nuances of the Spanish language in Spanish 4.

Spanish Heritage Speaker (Spanish 3 a–b)

9, 10, 11, 12—year

1 period, ½ credit per semester

Spanish for Heritage Speakers is a year-long course that supports, reinforces, and expands student knowledge of their own tongue. Because students understand at least the rudiments and structure of the

language and have a working vocabulary, (to a greater or lesser extent), this course often moves faster than other Spanish courses. It will emphasize literary development (with a study of literature and composition). This course will also include culture and history of the variety of Spanish-speaking cultures. Students will learn translation skills. Students will demonstrate a deeper understanding of the relationship between the practices, products and perspectives of Spanish-speaking people.

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

- Engage in conversation on familiar topics with spontaneity
- Ask and answer a variety of questions with justification
- Express opinions, feelings and attitudes using appropriate vocabulary
- Understand both in/formal authentic audio recordings, broadcasts and video
- Use knowledge of Spanish language structure to derive meaning from a variety of authentic written text
- Write organized, coherent pieces incorporating a variety of details and description using both simple and complex sentence structures (up to 200 words)
- Acknowledge, compare, and discuss the practices, beliefs and perspectives of Spanish-speaking cultures

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

This course prepares students for the complexities they will face in college and career through a carefully constructed course of study. The course leads students in gaining a larger global perspective while learning to communicate with a variety of people in socially appropriate ways. As a result, students are prepared to perform actions like carrying on formal and informal conversations in Spanish to get or give information, read and write paragraphs about selected topics in Spanish, and communicate their understanding of some products, practices, and perspectives of Spanish culture. Through a structured progression of topics that are current, relevant and meaningful for them, students will gain the knowledge and skills that enable them to communicate in writing and speech and to practice being a better global citizen.

AP Spanish Language 5 a–b

10, 11, 12—Year

1 period, ½ credit per semester

Workbook Fee—\$40 and fee for AP test

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

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

Performance Level: Int Mid–Int High.

Spanish 5 a–b emphasizes contemporary issues of global importance. The course prepares students to read about and view current events in the Spanish-speaking world. They will discuss and present a variety of viewpoints, defending and justifying their opinions about the various issues. Close attention will be paid to developing substantive arguments and negotiating to reach consensus.

At the conclusion of this course, students will ask and respond to a wide variety of questions with elaboration and substantiation of opinion; carry on extended conversations with active and spontaneous input; discuss or debate a wide variety of topics from the local to the international level; read a wide variety of authentic texts, analyzing the authors’ styles and perspectives; write research papers on topics of interest related to the Spanish-speaking world; explain how history and culture affect opinions and viewpoints of people in the Spanish-speaking world.

The Spanish curriculum is guided by a set of rigorously vetted course objectives that span expression of opinions to defending opinions with substantive arguments about issues of global importance. The course objectives encourage students to research issues of international importance in order to understand a variety of perspectives.

This course prepares students for college and career through a carefully constructed course of study to build language and culture proficiency. The course leads students to further develop a global perspective while learning to communicate with people of the Spanish-speaking world. As a result students are prepared to discuss and defend opinions, read authentic literature, write research papers on a topic of international importance, and discuss historical and philosophical backgrounds that have influenced the perspectives of people of the Spanish-speaking world. Through a structured progression of topics, students will gain the knowledge and skills to interact with understanding and respect with people from different countries and cultures.

At the conclusion of the course students will have a working knowledge of the Spanish language at the ACTFL Intermediate-mid to Intermediate-high levels preparing them for the workplace, travel, or focus on more complex use of the Spanish language in higher

education. At the end of this course students will be prepared to pass the AP exam.

AP Spanish Literature a–b

11,12—Year

1 period, ½ credit per semester

Workbook Fee—\$40 and fee for AP test

Prerequisite: Spanish Language—AP with a final grade of “B” or above

Performance Level: Int High

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

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

and analysis, and (3) the terminology used to discuss and analyze literature and literary criticism in Spanish.

At the conclusion of this course, students will:

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

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

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

American Sign Language

American Sign Language (also referred to as ASL) is a visual-gestural language created and used by nearly a million deaf people in the United States and Canada. It is the fourth most widely used language in the country. The general public is finally recognizing that a Deaf culture exists among persons who have chosen to make ASL their preferred method of communication. This Deaf culture has existed and grown over several generations. A course of study in ASL is completed by a thorough introduction to Deaf culture and Deaf history.

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

These courses also can give Occupational Education credit.

American Sign Language 1 a–b

9, 10, 11, 12—Year

1 period, ½ credit per semester

Material Fee—\$10

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

The American Sign Language 1 curriculum is guided by a set of rigorously vetted course objectives that span basic sign recognition to using memorized phrases and familiar vocabulary to talk about oneself and ones surroundings. The course objectives encourage students to talk about themselves, their family and friends, school, food, clothing, travel and interests.

This course prepares students for college and career through a carefully constructed course of study that builds language and cultural proficiency in American Sign Language. The course broadens students' perspective as they learn to communicate with persons with varying communication needs, i.e., deaf-blindness, minimal language skills and the full range of manual communication systems. As a result, students are prepared to carry on short conversations in ASL about topics related to themselves, friends and family.

American Sign Language 2 a–b

10, 11, 12—Year

1 period, ½ credit per semester

Prerequisite: ASL I

Performance Level: Novice Mid–High

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

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

The American Sign Language 2 curriculum is guided by a set of rigorously vetted course objectives that span basic sign recognition to using memorized phrases and familiar vocabulary to talk about oneself and ones surroundings. The course objectives encourage students to talk about themselves, their family and friends, school, food, clothing, travel and interests.

This course prepares students for college and career through a carefully constructed course of study that builds language and cultural proficiency in American Sign Language. The course broadens students' perspective as they learn to communicate with persons with varying communication needs, i.e., deaf-blindness, minimal language skills and the full range of manual communication systems. As a result, students are prepared to carry on short conversations in ASL about topics related to themselves, friends and family.

American Sign Language 3 a–b

11, 12—Year

1 period, ½ credit per semester

Prerequisite: ASL II

Performance Level: Novice High–Int. Low

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

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

feelings, and emotions and more precise nuances on a variety of topics, and gain further knowledge and understanding of the Deaf Community and Deaf culture.

The American Sign Language 3 curriculum is guided by a set of rigorously vetted course objectives that span basic sign recognition to using memorized phrases and familiar vocabulary to talk about oneself and ones surroundings. The course objectives encourage students to talk about themselves, their family and friends, school, food, clothing, travel and interests.

This course prepares students for college and career through a carefully constructed course of study that builds language and cultural proficiency in American Sign Language. The course broadens students' perspective as they learn to communicate with persons with varying communication needs, i.e., deaf-blindness, minimal language skills and the full range of manual communication systems. As a result, students are prepared to carry on extended conversations in ASL about topics related to themselves, friends and family.

English Language Development (ELD)

ELD Language Arts

ELD Intro to Literature and Composition 9A/B

9—Year

1 period, ½ credit per semester

This course is a modified version of the 9th grade mainstream LA course, and so students will complete modified versions of the RHS Cornerstone assignments, and the texts will draw primarily from the SPS adopted text list. Particular attention is given to English language development needs and to the development of academic habits and skills, to include the fundamentals of the US high school system. When looking at literature, close attention is paid to recognizing connections amongst texts, between texts and the world and between texts and the self. As a result, students are prepared to analyze through the lens of literature.

While building and honing reading skills, students also develop writing and communication proficiency by crafting clear and purposeful essays and presentations while being mindful of conventions of composition. Students will demonstrate the ability to independently read a variety of texts from many genres and use routine reading strategies to understand how meaning is conveyed in literature. They use the writing process to construct explanatory and persuasive essays, observing conventions of grammar and usage and using appropriate vocabulary.

ELD World Literature and Composition 10 A/B

10— Year

1 period, ½ credit per semester

This course is a modified version of the 10th grade mainstream LA course and an expansion of the ELD Intro to Lit course. And so, students will complete modified versions of the RHS Cornerstone assignments, and the texts will draw primarily from the SPS adopted text list. Particular attention is given to English language development needs and to the development of academic habits and skills. When looking at literature, close attention is paid to recognizing increasingly sophisticated connections amongst texts, between texts and the world and between texts and the self. As a result, students are increasingly well-prepared to analyze through the lens of literature.

While building and honing reading skills, students also develop writing and communication proficiency by crafting clear and purposeful essays and presentations while being mindful of conventions of composition. Students will demonstrate the ability to independently read a variety of texts and use routine reading strategies to understand how meaning is

conveyed in literature. They use the writing process to construct increasingly complex and effective explanatory and persuasive essays, observing conventions of grammar and usage and using appropriate vocabulary.

ELD American Literature and Composition 11 A/B

11—Year

1 period, ½ credit per semester

This course is a modified version of the mainstream American Literature course, and so students will complete modified versions of the RHS Cornerstone assignments, and the texts will draw from the SPS adopted text list – with a focus on American authors. Particular attention is given to English language development needs and to the development of academic habits and skills. The course focuses on critical thinking and writing within a framework of universal themes and cultural diversity as expressed through a variety of genres. In doing so, they develop a deeper understanding of a diverse range of cultural and historical experiences.

The class promotes an understanding of works in their contexts and of the enduring human values which are present in and unite American literary traditions. Close attention is paid to recognizing connections amongst texts, between texts and the world and between texts and the self. The objectives include analysis of fiction and non-fiction to explain specific choices authors make, especially word choice, language details, literary devices, figurative language, audience, purpose, and form. While honing reading skills, students will develop strong and concise written and oral summaries and analyses of literary and informational texts and are able to support them with textual evidence.

ELD Comparative Literature and Composition

12—Semester

1 period, ½ credit per semester

This course is an expansion of the ELD American Literature course. And so, and so students will complete modified versions of the RHS Cornerstone assignments, and the texts will draw from the SPS adopted text list, but we'll give strong focus to non-fiction, primarily in the form of essays and speeches. Particular attention is given to English language development needs and to the development of academic habits and skills. The course focuses on critical thinking and writing within a framework of universal themes and cultural diversity as expressed through a variety of genres. In doing so, they develop a deeper understanding of a diverse range of cultural and historical experiences.

The class promotes an understanding of works in their contexts and of the enduring human values

which are present in and unite American literary traditions. Close attention is paid to recognizing connections amongst texts, between texts and the world and between texts and the self. The objectives include increasingly complex and sophisticated analysis of fiction and non-fiction to explain specific choices authors make, especially word choice, language details, literary devices, figurative language, audience, purpose, and form. While honing reading skills, students will develop strong and concise written and oral summaries and analyses of literary and informational texts and are able to support them with textual evidence.

ELD 3 Basic

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

This mixed-grade course is designed for English Language Learners whose reading and writing skills are not developing as well as those of other students in the Bilingual Program. The course is built around the *Edge* textbook and curriculum published by Harcourt Brace. Reading comprehension strategies, writing skills, grammar and vocabulary will be taught using “best practices.” These practices include instruction that is direct and explicit, connects to students’ lives and makes use of cognitive collaboration. Students will also be required to read adapted or excerpted novels relating to each unit’s essential question, at least two of which will be drawn from the SPS adopted text list.

ELD 3 Adjunct

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

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

Senior Portfolio, ELD 2 Extension

12—First Semester only
1 period, ½ credit

ELD Students on track to graduate in the current year or the first semester of the following year will experience an in-depth exploration of future careers and colleges/training programs. Students will complete career interest surveys and research future career options.

The class requires the completion of a college/scholarship personal essay and at least two scholarship applications, as well as other assigned papers and readings. Students will monitor their own progress toward completion of high school graduation requirements including the Senior Project, state exams and the Washington State History Requirement (as needed.)

Furthermore, students will be exploring a number of topics that relate directly to their life after High School. These topics may include: Apartment Leases, Credit Cards, Budgets, Public Speaking, Resumes, Cover Letters, Interviews, Personal Finance and Computer Skills.

ELD Social Studies

ELD World History 1 & 2

9—Year
1 period, ½ credit per semester

These courses for 9th grade English Language Learners include the study of culture, geography, politics, history and economics of the peoples of Asia, The Middle East, Africa and Europe with emphasis on the contemporary scene. By studying major culture areas, students will better understand current and changing conditions in the world. This course may be taught in a block with ELD World Literature, incorporating projects that integrate the history and literature of each region while also providing a supportive learning community for the diverse population of English Language Learners. Special emphasis is placed on study skills such as: problem solving, deriving meaning from text, note-taking, generalizing, identifying cause and effect, and using resources. These skills will serve the student as a life-long learner in mainstream classes and beyond.

ELD Human Geography

10—year
1 period, ½ credit per semester

This course is a modification of the AP Human Geography course taken by 10th grade mainstream students. The main goal of this course is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. Students’ personal experiences are tapped to help illustrate these concepts. The text relates economic change to the distribution of languages and religions, population growth and migration, and the availability of natural resources. Attention is given to the conflict between two important themes – globalization and cultural diversity. This course asks students to move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live.

ELD US History 11A/B

10, 11—Year

1 period, ½ credit per semester

Prerequisites: World History 1, 2, & US 11A is required for US 11B

This two-semester class is a survey of US History from the earliest peoples in America to the present. Students will gain an understanding of the United States as a nation of immigrants and of the contributions of a multitude of Americans to the development of this country. This course places the ideas, issues, and confrontations that have shaped this nation into a perspective that will help students with the present and future.

In addition to the core concepts of US History, special emphasis is placed on study skills that will enable the student to succeed in mainstream classes and become a life-long learner. These skills include: written expression in English, oral presentation, reading strategies, test-taking strategies, and research. This course fulfills the Washington State graduation requirement for US History.

ELD American Government & Economics

12—Second Semester only

1 period, ½ credit

Prerequisite: US History 11A. US History 11B may be taken concurrently.

This course for English Language Learner seniors focuses on the Constitution and the Bill of Rights, crucial Supreme Court decisions, the separation of powers as well as current issues in American society that relate to the student of government and the underlying philosophy of the American system of government. Students will apply social studies skills to the study of American Government while improving their English language skills and vocabulary.

In addition to reading and writing, students will engage in simulations and debate relevant issues. Students will also explore Washington State law as it applies to their daily lives.

ELD Basic Skills Social Studies

9, 10, 11, 12—Year

1 period, ½ credit per semester

This course is a World Geography course designed to prepare the student for the World History series. The course covers basic skills of reading maps, graphs and tables, and core knowledge of land forms, natural resources, political divisions, and cultural characteristics. This class may be required by the Social Studies teacher if the student is found to be unprepared for, or unsuccessful in World History 1.

General Electives

Leadership/Student Government

9, 10, 11, 12—Semester

1 period, ½ credit

Can earn Occupational Education credit

This is a yearlong course that examines three questions:

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

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

Skills Center Course Descriptions (Seattle Public Schools)

A Skills Center is a public education program that delivers advanced, free Career and Technical Education to high school students who are at least 16 years old or who have earned at least 10 credits. Students attend classes every day 1:00–3:30 pm. Students who successfully complete the classes will earn 1.5 credits per semester. Ultimately, students who complete Skills Center programs will earn industry certifications. If the Skills Center program is not located at the student's home school, the student will travel to the school where the program is offered. Counselors will be able to enroll students in Skills Center programs located at other sites and then create a schedule that gives the student time to get to class.

For the 2012–2013 school year, the following programs will be available: Aerospace Science, Cisco Information Technology, Medical Careers, and Animation and Gaming. Interested? Please talk with your counselor to see if the Skills Center is a good fit for you.

Check out the Skills Center on the website by [clicking here](#). Skills Center applications are available on the website, or call (206)252-0730 for more information.

King County Airport

Recommended Prerequisites for **Aerospace Science**: Computer Applications (preferred) and Manufacturing Foundations or Manufacturing Technology or Introduction to Engineering Design (IED) or Principles of Engineering (POE) or Digital Electronics (DE) or Automotive Technology 1 & 2

Aerospace Science 1 A/B

Semester one of year-long course, 1.5 credits
Aerospace Science focuses on safety, tool identification and proper use, and other technical skills such as fastener installation, aluminum and titanium metal drilling, part installation, and the use of composite materials in the aircraft manufacturing industry. Students will practice their skills on mock aircraft training stations. Limited paid internships may be available. The program is designed to provide students with basic knowledge that would assist them in qualifying for entry level aircraft mechanic positions. There will be several certificates available with this program.

Students can also earn 3rd year Math credit in Applied Math 2, 3, or 4.

Aerospace Science 2 A/B

Semester two of year-long course, 1.5 credits
This class builds on information, skills and techniques learned in Aerospace Science 1. Students will learn advanced fastener installation, aluminum and titanium metal drilling, and work with composite materials to industry standards. Students will apply aerodynamic equations to solve aerospace engineering problems and apply that knowledge to design, build and test gliders. Limited internships may be available.

Students can also earn 3rd year Math credit in Applied Math 2, 3, or 4.

Rainier Beach High School

Recommended Prerequisites for **Cisco Information Technology**: Computer Applications or Exploring Computer Science

Cisco Information Technology Essentials 1 A/B

Semester one of year-long course, 1.5 credits
IT Essentials provides an overview of computer fundamentals and an introduction to advanced concepts. PC hardware, software, and network operating systems which prepare students for Comp TIA A+ certification and entry level IT support careers. Students can also earn 3rd year Math credit in Applied Math 2, 3, or 4.

Cisco Discovery 2 A/B

Semester two of year-long course, 1.5 credits
Cisco Certified Network Analyst (CCNA) Discovery provides an overview of general networking theory and opportunities for practical hands-on lab experiences, portfolio planning, career exploration, and soft-skills development. Prepares students for Cisco CCENT certification and is the first step in Cisco CCNA certification.

Students can also earn 3rd year Math credit in Applied Math 2, 3, or 4.

West Seattle High School

Recommended Prerequisites for **Medical Careers**: Family Health or Nutrition/Wellness or Human Development or Food Science or Biomedical Science or Sports Medicine

Medical Careers Core 1 A/B

Semester one of year-long course, 1.5 credits

This course provides an overview and skill development in Health/Medical careers, law & ethics, precautions, infection control, HIV/AIDS, medical terminology, communication, computer & clinical skills, field experiences, & business applications. Health Occupations Student Association (HOSA) leadership activities introduced.

Cross-credited with 0.5 credit in Lab Science.

Medical Careers Clinical 2 A/B

Semester two of year-long course, 1.5 credits

Students prepare for Advanced Nursing Assistant Certification. Students learn how to assist patients in medical and hospital clinical settings. Students also develop skills in the areas of phlebotomy and electrocardiography. Membership in Health Occupations Students of America (HOSA) will offer national and state leadership opportunities for students.

Cross-credited with 0.5 credit in Lab Science.

Seattle Center

Recommended Prerequisites for **Animation and Gaming**: Computer Applications or Exploring Computer Science

Animation and Gaming 1 A/B

Semester one of year-long course, 1.5 credits

Students will study sketching and storyboarding in 2D animation, concepts of 3D animation, introduction to MAYA applications and animation.

Cross-credited with 0.5 credit in Fine Arts.

Animation and Gaming 2 A/B

Semester two of year-long course, 1.5 credits

Students will learn the range of skills necessary for a career in animation used in visualization imaging, film, and video games. Focus will be on enabling students to create concepts, design, model, texture, rig, light, and animate game and film characters.

Cross-credited with 0.5 credit in Fine Arts.

Roosevelt High School
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Phone Numbers

Elnora Hookfin	Assistant Principal	252-4812
Wendy Krakauer	Head Counselor	252-4836
Dr. Littlebrave Beaston	Counselor	252-4825
Sarah Chapman	Counselor	252-4835
Frank Heffernan	Counselor	252-4826
Laurie Johnson	Counseling Secretary	252-4827
Christine McMillin-Helsel	Data Registrar	252-4851

Roosevelt Spirit Song and Alma Mater

The Roosevelt Spirit Song

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

Alma Mater

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

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