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## Welcome to the Roosevelt High School Course Guide

Inside you will find course information specific to Roosevelt High School and general information about graduation requirements. We offer a comprehensive program in all standard curriculum areas to prepare you for college, career and beyond.

This guide is intended to give you an overview of the courses offered during the 2020-21 academic year at Roosevelt High School. This is a list and description of potential courses for the upcoming school year. Final course offerings are based on student interest and need, staffing and program requirements. In February and March of 2020, students will forecast for courses for the 2020-21 school year. Based on those forecast numbers and class needs, we will build class schedules for students in May 2020. Students will receive their final class schedule in August of 2020 during registration.

**Disclaimer:** the courses listed here are offered and listed in good faith with the intention of teaching them. However, circumstances may occur which are beyond the control of the administration and staff of Roosevelt High School that may cause the limiting of courses, sections, and/or course enrollment.

# Educating Our Students for College, Career, and Community



## Roosevelt High School Curriculum Guide

Published by

### **Roosevelt High School**

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Portland, Oregon 97203  
Main Office: 503-916-5260  
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Website: <http://www.pps.net/roosevelt>

KD Parman, Principal

## Letter from Principal Parman

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### PORTLAND PUBLIC SCHOOLS

6941 N Central / Portland Oregon 97203  
Phone: 503-916-5260 Fax:503-916-2704

This course guide has been prepared to help you select classes at Roosevelt High School for the 2020-2021 school year. You will find descriptions of classes required for graduation, a variety of elective courses, and several new career technical education courses. As we are expecting the largest student population in decades, please choose classes that you are excited to take as moving classes will be challenging as all classes will be full. Our goal at RHS is to challenge and support you to become college ready, career focused, and committed to a just world. The courses you select are critical as you move toward graduation and life beyond high school.

Please be sure to take a close look at the information included in this course guide. Consult your teachers, counselors, and families as you complete the forecasting process. We also encourage you to speak with other students who have already taken some of the courses you may be considering.

The classes and number of sections of each class that we offer is based on student forecasting requests. Teaching assignments are also largely influenced by student forecasting results. Please know that classes are subject to change given staffing availability and/or student requests. All students should select alternate courses in case first choice classes are unavailable. Roosevelt students are expected to take a full schedule.

Please review all the information in this course guide carefully, make thoughtful selections, and let us know if we can help you.

Sincerely,

KD Parman, Principal  
Roosevelt High School

## Letter from the District Office



High School Students and Families,

Creating a schedule that optimizes opportunities for learning is critical to your student's success. Please take time to review the forecasting materials available from your school and work with your student to build a full schedule tailored to your student's needs and interests.

What are the goals of a carefully planned schedule?

- Preparation for college and/or career
- Exposure to rigorous academic material
- Opportunity to explore a great variety of electives
- A transcript that is competitive for college applications
- The option to secure extra support in academic areas that are challenging
- Opportunity to earn college credit, reducing the cost of college
- Preparation for college admission tests (SATs and ACTs)

Oregon Administrative Rule 581-022-1620 requires most students to take a full load of courses. All 9<sup>th</sup> through 11<sup>th</sup> graders will be enrolled in a full schedule. This opportunity will prepare students to earn a high school diploma, become prepared for college material, and help students to pursue career and extra-curricular interests. It is important to take the time now to create a schedule that best reflects your interests and aspirations. I cannot emphasize enough that making the most of these years increases the likelihood of your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

Additionally, course selection will occur through an online process where families will have the opportunity to view students selected courses online. Please make sure you have an active ParentVue account to view these courses in February 2019. As you go through the registration process, consult with your school counselor about any questions you may have about course availability or the forecasting process. They are an excellent resource!

I wish you the best for the new school year!

Sincerely,

*Joe LaFontaine*

Joe LaFontaine  
Area Assistant Superintendent



## Roosevelt High School Four-Year Plan

	<b>English</b>	<b>History</b>	<b>Math</b>	<b>Science</b>	<b>Other</b>
<b>9th</b>	English 1-2	n/a	Algebra 1-2 Geometry 1-2	Physics: NGSS	9th Grade Seminar World Lang 1-2 Lengua y Lit 5-6 PE Fine Art/CTE Elective(s)
<b>10th</b>	English 3-4 AP English Lit*	Global Studies	Geometry 1-2 Adv Algebra 3-4	Chemistry: NGSS Biology (only concurrently with Chemistry)	Health World Lang 3-4 Lengua y Lit 7-8 Fine Art/CTE Elective(s)
<b>11th</b>	English 5-6 AP English Lit AP English Lang	US Ethnic Studies AP US History	Adv Algebra 3-4 Financial Algebra Pre-Calculus AP Calculus AB	Biology: NGSS Env Science AP Chemistry AP Biology Physics	World Lang AP Spanish Lang Fine Art/CTE Elective(s)
<b>12th</b>	English 7-8 PSU Inquiry AP English Lit AP English Lang	Govt/Econ AP US History PSU Inquiry	Financial Algebra Pre-Calculus AP Calculus AB AP Calculus BC	Env Science Physics AP Chemistry AP Biology AP Physics	World Lang AP Spanish Lit Fine Art/CTE Elective(s)

Colleges strongly suggest four years of math, science, and world language for college bound students.

# Portland Public Schools Graduation Requirements

English		4
Math		3
Science		3
Social Studies		3
Physical Education		1
Health Education		1
World Language (must be two credits of the same world language)		2
Career Technical Ed, Fine Arts, or 3rd year of a World Language		1
Electives		6
Meet district proficiency for Oregon's Essential Skills (ES) standards		Reading Writing Math
Meet Personalized Learning Requirements (PLRs) as Defined Below		
Develop a Personal Education Plan & Profile.	Helps to guide students in pursuing their personal academic and career interests, and post-high school's goals; Completion tracked in Synergy.	1
Participation & reflect upon Career Related Learning Experiences	Educational experiences that connect learning to the world beyond the classroom; Completion tracked in Synergy.	2
Complete a Resume	Include contact information, objective, education and two of the following: work experience volunteer service, skills, academic achievement, extracurricular activities, leadership, references awards, certificates, etc; Completion tracked in Synergy.	1
Complete an Extended Application (My Plan Essay)	The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals; Completion tracked in Synergy.	1

In addition to the above graduation requirements, the Portland School Board has approved the implementation of state-mandated diplomas for students pursuing a modified course of study.

- The *Extended Diploma* is a diploma available to students in special education. Students must meet state consideration criteria and earn 12 credits in the specified content area in order to receive this diploma.
- The *Modified Diploma* is available to a broader range of students. Under the rules of this diploma, students must earn 24 credits and meet state specified criteria. Of these 24 credits, 12 credits must be

core credits including English, science, social science, and math. This diploma requires completion of the personalized Learning & Essential Skills Diploma Requirements.



# Personalized Learning Requirements (PLRs)

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In addition to meeting credit requirements, all PPS graduates must complete the **Personalized Learning Diploma Requirements (PLRs)** which include: 1) two Career Related Learning Experience Reflections (CRLEs), 2) a student résumé and 3) a My Plan Essay/extended application.

Completion of each student's PLRs will be tracked by the student through Naviance and by the career coordinator in Synergy. Once all requirements have been marked complete, PLRs will show as "met" on the student's transcript.

## **1) Career Related Learning Experiences (CRLEs)**

All PPS students must complete two CRLE reflections that meet rubric standards prior to graduation. PPS believes it is important for students to participate in activities throughout their high school experience that provide a bridge to connect classroom learning to the world of work and help them explore future college and career possibilities.

## **2) Student Résumé**

All PPS students must complete a résumé that meets rubric standards prior to graduation. The résumé is a job search tool and may also be used in scholarship competitions, college admissions or when requesting a letter of recommendation. The résumé should be a positive and accurate presentation of each student's skills, accomplishments, education and experiences. Once a student's résumé meets rubric standards, the student will upload the document into his/her Naviance account. Career coordinators will mark each student's résumé as complete.

## **3) My Plan Essay**

In Portland Public Schools, Oregon's extended application diploma requirement is called the My Plan Essay. The My Plan Essay is a formal reflection of a student's high school experiences related to college and career, future plans, and goals, and supports OSAC scholarship essay questions. The My Plan Essay supports the district's goal for every PPS student to graduate college and career ready with an informed post-high school plan. The My Plan Essay will be taught and scored in junior or senior English classes. Once a student's My Plan Essay has met rubric standards, the student will upload the document. Modifications and/or accommodations may be provided to students with special needs (e.g. SPED, ESL). Each grading period, English teachers will provide the career coordinator with a list of students who have successfully completed the My Plan Essay requirement. The career coordinator will mark each student's My Plan Essay as complete.

# General Information

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## Summer Completion

A student who does not obtain the credits and minimum competency requirements by the end of the senior year has the opportunity to make up the work by the end of summer. When completed, they shall receive a diploma. Participation in graduation exercises before all necessary requirements are met is prohibited.

## Transfer Students

Students who enroll as seniors at Roosevelt High School from other high schools will receive a regular diploma provided they successfully complete the credits and Personal Learning Requirements for graduation as designated by Portland Public Schools. This includes students transferring from other states.

## Early Graduation

Students planning for early graduation after the 6th or 7th semester must complete the approval process with the district or school office in a timely fashion. Students are encouraged to contact their school counselor well in advance of their planned graduation date.

## Forecasting and Adding/Dropping Classes

Please choose classes carefully. The schedule for the following school year is built based on the forecasted classes that students submit in spring. Students must consider this a serious commitment and must plan to attend the classes as they appear on their schedule. Students may make adjustments to their schedule ONLY if:

- The class was already completed at an accredited non-RHS site;
- The student is placed in the wrong level; or
- There is a data entry error on the schedule.

Students may withdraw from a class within the first 15 school days of the semester (date set by district) without penalty or notation on the transcript. Both the family and the teacher/counselor (or administrator) must approve the change and approval must be documented on the standard district form. After the withdrawal period has expired, students shall NOT be allowed to drop a class without a transcript notation of "WF" (Withdraw/Fail) as the final grade UNLESS the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. A level change within the same subject (i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests. Students must obtain an ADD/DROP signature form from the counseling center.

## Proficiency Based System at Roosevelt

Grades at Roosevelt High School are determined using a proficiency system. The grade a student earns in a class is based primarily on how well the student is able to demonstrate mastery of a specific skill or knowledge learning objectives. At Roosevelt, these objectives are called learning targets. All classes at Roosevelt use learning targets, and all learning targets are based on specific Common Core, NGSS or other state or national standards. Each standards-based learning target is broken down into smaller learning steps called supporting learning targets. As a result, every student should know exactly what is necessary to reach their learning goals.

Proficiency based grading gives students a clear understanding of what they need to do to earn a grade. And, since grades are based on demonstrating learning, the grade a student earns reflects how much the student has learned in a class. By establishing and monitoring progress toward learning goals, proficiency grading helps teachers adjust curriculum and instruction in response to student learning needs. Finally, proficiency grading allows students to take multiple pathways to success. In many cases, students can demonstrate mastery of a single learning target in multiple ways.

80% of a student's grade in a class is based on demonstrating that they have met a set of learning targets. The other 20% is based on the practice work and activities students do in class or for homework.

### **Weighted grades, ranking and GPA**

AP courses are weighted in the calculation for weighted GPA and class ranking on the transcript. This means that an A in an AP course earns a 5 in the weighted GPA. The grades are weighted only in the calculation of weighted class ranking and weighted GPA and not on the report card. Both weighted and unweighted GPAs are on the transcript.

### **Communicating about grades**

Roosevelt High School will mail a progress report to the home of any student earning less than a C in any course halfway through each nine-week grading period. These reports communicate grades, attendance and other factors which may be inhibiting the student's achievement. Parents are encouraged to call or email teachers if they are concerned about their student's progress. Early contact with the school may prevent a later problem. Report cards are mailed home four times each year. Roosevelt is on the semester system so that grades given at the end of the first and third quarters are midterm progress grades and are not counted in the GPA, nor displayed on the transcript. Final grades for each semester are recorded on the transcript. Additionally teachers use online grading programs to maintain students' grades, which can be accessed from the internet.

### **Academic Integrity**

Students are responsible for honest and ethical behavior in all their academic pursuits. Many projects and assignments are completed on the honor system with no monitoring of student behavior. However, the standards for ethical behavior are the same whether the student work is completed inside or outside the classroom. Evidence of conscious academic dishonesty such as cheating or plagiarism is a serious breach of trust between the student and teacher. Students should recognize that academic dishonesty includes all forms of plagiarism; loaning, stealing, buying and/or selling course assignments, research papers or tests; performing academic assignments for others; passing off computer or native speaker translations as your own; unauthorized disclosure and receipt of academic information, as well as cheating on tests. RHS will respond to academic dishonesty in accordance with district policy.

### **Homework**

Students should expect an average of two hours of homework daily. Advanced Placement, PSU Inquiry, and dual enrolled students may experience more. Any homework assigned during an absence must be made up. Students with extended absences are expected to contact their teachers directly to arrange to make up work.

### **Attendance Policy**

Consistent attendance is the foundation of academic success. Students arriving more than 20 minutes late are marked as absent. Students with multiple tardies will be assigned mandatory detention. To excuse an absence, students must bring a signed note from their parent/guardian to the attendance office within three days of an absence. Students are expected to make up any work missed as a result of the absence. **However, in the event the absence is unexcused, teachers have no obligation to accept late or missing work.** Students may face disciplinary action for unexcused absences. Each evening, automated phone calls will be made to the home to notify parents of any student absences. These absences will be marked as unexcused until parents contact the attendance office.

# Comprehensive School Counseling, College and Career Center

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The goal of Roosevelt's school counseling program is to provide developmental and systematic support to each and every student to ensure their academic, career, personal and social development, and support their participation in the broader community. Roosevelt's licensed school counselors provide an array of interventions and supportive services to students. These are delivered collaboratively with students, school staff, families and members of the RHS community. Our intent is to help prepare our students to leave high school with the skills and knowledge to live, learn, work and contribute to the world in a meaningful way. RHS students and families are assigned and will work with the same school counselor throughout their four years at Roosevelt.

Our mission as Roosevelt High School counselors is to advocate for all students and provide a comprehensive program that will assist them in acquiring the skills, knowledge and attitudes necessary to become effective students, responsible community members, productive workers and lifelong learners. School counselors are an integral part of the school community who address the personal/social, academic and college/career needs of all students. School counselors collaborate with students, teachers, administrators, families, community members and partner organizations to deliver a comprehensive school counseling program.

## **School Counselors:**

Laurel Auda-Capel	Counselor
Kelsey Porter	Counselor
Jennifer Reeves-Eisbach	Counselor
Elsa Tellez-Gomez	Counselor

## **Additional Counseling Department Staff Members:**

Raisa Puchalski	Career Coordinator
Kendra Miller	Counseling Secretary
Julie Wicklander	Registrar
Caitlin Clark	Bilingual Family Therapist
Siri Michel-Midelfort	Teen Parent Counselor

## Dual Credit Courses at Roosevelt

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At Roosevelt, students enrolled in dual credit classes are simultaneously enrolled at Portland Community College (PCC), Portland State University (PSU), or University of Portland (UP). Each student enrolled in a dual credit course will have the opportunity to earn college credits through PCC, PSU, or MHCC. Please note that all credits are free of charge to the student.

<b>Roosevelt Course</b>	<b>College Course/Potential Credits</b>
Math 111	PCC Math 111 - 5 Credits (quarter)
English 7-8: Sr. Inquiry Gov/Econ: Sr. Inquiry	PSU Senior Inquiry - 15 credits (quarter)
Principles of Engineering	UP EGR 110 Introduction to Engineering - 2 credits (semester) PCC CMET 111 Portland Design - 3 credits (quarter) PCC CADD 105 Digital Design and Fabrication Fundamentals - 3 credits (quarter)
Engineering Design	PCC ENGR 100 Exploring Engineering - 1 credit (quarter)
Advanced Theatre Senior Theatre	PCC TH 141: Fundamentals of Acting Techniques I - 4 credits (quarter)

# Additional Options For Earning High School Credit

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## **Pre-Ninth Grade Credit**

The district's policy is to provide students opportunities to receive high school credit for designated high school courses taken prior to ninth grade (PPS Board Policy 6.10.100-P). Credit may be offered for selected academic courses taken prior to grade nine if the middle school courses meet the same criteria as a high school course. Students must earn a grade of C or better, and enroll in the appropriate course level at the high school. These grades will be factored into the student's high school GPA. If the parent/guardian does not want the credit to be granted or the grade to be recorded on the student's high school transcript, they must make a written request by completing a form available at the school where the student received the credit. If the request is made after the student's record has transferred to the high school, the parent/guardian should submit the request to the student's new high school. This request must be submitted prior to the end of the student's first semester of high school. For more information visit the district's pre-ninth grade credit page at <https://www.pps.net/Page/736>.

## **Credit Recovery**

There are several ways for Roosevelt students to recover credits. This includes retaking a failed class at Portland Evening Scholars or Summer Scholars or Virtual Scholars. Portland Evening/Summer Scholars is located at Benson High School. Virtual Scholars is located at both Roosevelt High School and Evening/Summer Scholars. Virtual Scholars is an online credit recovery program where students work with a teacher virtually. Students must be enrolled in the Virtual Scholars Hub (class) at Roosevelt.

Additionally, Roosevelt students may have the opportunity to register for Roosevelt Summer Academy and in some instances credit recovery during the school year, depending on available funding. Priority is given to seniors working toward graduation. When available, we are proud to offer this opportunity to our students free of charge. Students may repeat courses at Roosevelt in the event of failure, as space allows. Please contact your school counselor about alternatives.

## **Outdoor School**

Sophomores, juniors and seniors may earn 0.5 elective credits for one week of service as an outdoor school leader (following a weekend training workshop). The program requires a week-long absence from school, so students must plan carefully to make up their course work. Interested students should speak with their school counselor.

## **Credit by Exam**

Credit by Exam (CBE) is a process for ascertaining student achievement and awarding credit for a particular course which is normally offered within the student's high school, without the student having to enroll or otherwise participate in the course. CBEs cannot be taken to make up a failed course. CBEs typically are posted as "PASS" on the student transcript. If a student does not pass a CBE, it cannot be retaken. For more information visit the districts CBE website at <https://www.pps.net/Page/2330>.

## **Credit for Work/Volunteer Experience**

This allows students to earn credit for work, volunteering, internship or other extended learning experience. Students will complete and submit the extended learning experience credit packet to the career coordinator in order to receive credit.

### **Other Accredited Credit Opportunities**

The Office of Teaching and Learning and the Office of School Performance determine the type of high school credit that a student can apply toward graduation requirements, having completed a course at another institution. Students who want to apply courses taken at a college, university, or other institution toward their high school requirements should follow the transfer credit evaluation process before they enroll in a non-PPS course, including online and face-to-face coursework. Transfer courses are not permitted to take the place of core credits, unless the course goes above and beyond the scope of the PPS course. To be considered for credit, academic courses completed at another institution must meet all of the following conditions:

- Completed at an accredited institution
- Substantially similar to the requirements for the equivalent HS course (i.e. the required standards have been met) or is coursework beyond what is offered at the school
- Completed with a grade of C- or better
- Does not duplicate, overlap, or regress previous work (The expectation is for students retaking a course to improve or recover credit.)

Students wishing to take a course outside of PPS need to fill out the Transfer Credit Request Form and provide a syllabus regarding the course standards, assessment and materials. After the Office of Teaching and Learning and the Office of School Performance have reviewed your request, an answer will generally be emailed within 60 calendar days. Student athletes should work with their school counselor to ensure that the course also meets NCAA eligibility rules.

### **College Course Work**

Roosevelt currently partners with local colleges to offer dual credit. These specific classes allow students to earn high school and college credit simultaneously. Students may also co-enroll in classes at partnering universities (Portland State University, University of Portland, PCC) offered to students who have exhausted high school curricula or have demonstrated a serious interest in a subject not offered at Roosevelt. Students interested in these opportunities should contact the vice principal of curriculum.

# Special Programs at Roosevelt

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## **Talented and Gifted**

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school-wide TAG plan addressing the needs of its TAG students and the state mandate. Identification of students, methods for providing appropriate instruction in the classroom, communicating with students, staff and parents, and professional development for teachers are all a part of a school's TAG plan. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan. For a copy of the school plan, please contact the main office. Individual student plans are only written upon request. Please contact the TAG coordinator for more information.

## **Student Service Resources**

To discuss services for students with special needs, please contact your school counselor or Special Education case manager, if the student has an IEP. Our staff works hard to provide accommodations for students with special needs. Special needs include students with Individual Education Plans (IEPs), 504 Plans, students who are acquiring English language skills, migrant, and homeless students.

## **Teen Parent Services**

The mission of Teen Parent Services is to support teen parents in achieving their highest potential personally, and academically, while preparing to contribute to society as citizens of a diverse, multicultural, and the international community. Our program is open to young men and women who are pregnant or parenting and enrolled as students. We offer counseling, classes, support groups, and advocacy. Students can sign up for services, including bus passes and childcare, with Siri Michel-Midelfort, Teen Parent Services counselor. She can be reached at 503-916-5260.

Our onsite daycare is Early Head Start, which takes children from 0-3 years of age. They also provide case management, regular parent workshops, and visits by health professionals. Their number is 503-916-5266.



# Advanced Placement Courses at Roosevelt

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*This information is taken directly from the College Board AP website*

## **Why AP**

Advanced Placement (AP) courses are rigorous, college-level classes in a variety of subjects that give students an opportunity to gain the skills and experience colleges recognize. Deciding to take an AP course lets colleges and universities know that students have what it takes to succeed in an undergraduate environment. When admissions officers see “AP” on your transcript, they know that students have experience in a particular class that has prepared them well for the challenges of college. Taking an AP course builds the skills students need throughout their college years. Students give their mind a rigorous workout while polishing up their time management and study skills. Students also get better at handling challenging issues and problems, with the support of their AP teachers. AP courses let students know what to expect during the next phase of their educational journey, and help them build the confidence to succeed.

## **Roosevelt offers the following AP classes**

- AP Biology
- AP Chemistry
- AP Calculus A-B
- AP English Language
- AP English Literature
- AP Environmental Science
- AP Spanish Language
- AP Spanish Literature
- AP Statistics
- AP US History

## **Earn College Credits**

By taking an AP course and scoring successfully on the related AP exam, students and families can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major. AP can transform what once seemed unattainable into something within reach. Check out specific colleges’ guidelines on accepting AP scores for credit and placement by searching the AP credit policy database at <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>.

# PPS High School Grading Policies and Procedures

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The following recommendation was approved and adopted on July 1, 2005 by the Portland Public School District Superintendent, Director of Secondary Education, The Office of High School Reform, and the Student Services Department. Revision to the Certification of Courses section was made and approved by the High School Director, High School Principals, and High School Counselors on September 8, 2017.

## PPS GRADING PRACTICES

It is a teacher's role to establish grading criteria and implement a policy that is clear and fair in accordance with district approved policies and procedures. Grading practices need to be predetermined before the course is offered, written in the course syllabus and clearly communicated to families and students. To that end, Oregon Department of Education (ODE) regulations require all courses that award credit to have a syllabus available for families and students to view. PPS teachers are expected to abide by this ODE requirement and use the online syllabus program to write each required syllabi. After approval by the **school administrator**, the syllabus is posted on-line for students and parents to view.

### Grading

All PPS high schools use an A-F or proficiency system for recording grades. The option of using a Pass/No

Pass (P/NP) substitute for a letter grade may be available to students.

## Grade Notations and Guidelines

- A letter grade of A, B, C, or D is passing and indicates a level of achievement.
- Although a letter grade of D is figured into a student's GPA (D= 1 point) a letter grade of D may indicate that the student has not demonstrated adequate proficiency to move on to the next level. *See High School Course Guides for further information.*
- Even though PPS awards credit for a letter grade of D, the Oregon University System and the NCAA may determine that a student earning a D in any core class does not meet their requirements.
- A grade of F or WF (Withdraw/Fail) indicates that performance in a class was not at a level sufficient to earn credit toward graduation. An F/WF grade is averaged into a student's cumulative GPA.
- **Three weeks prior to the end of the semester/two weeks prior to the end of the trimester:** If a student withdraws from a class, an "F" is recorded on the transcript. No exceptions.

## Incomplete

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and obtain a passing grade and current grade earned. An "I" grade requires prior building administrator approval.
- If there is an agreement between the teacher, and the family, and the building administrator approves:
  - ***The student has up to nine weeks from the date a grade is issued to complete the work, and obtain a new grade. Otherwise the "I" will revert to the initial grade earned.***
  - ***A detailed, written plan using a district form will be provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the "I" with a grade.***
  - ***If an Incomplete is given at the end of the second semester in June, the nine week time period to replace the "I" begins with the start of school the following academic year.***

## Pass/No Pass

Core courses required for graduation are NOT subject to the Pass/No Pass Option. However, credits entered from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS 4.20.024-AD

- In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.
- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
- The Pass/No Pass option is:
  - **Written in the course syllabus**
  - **Clearly communicated to students and families**
  - **Chosen by a student as a grading option within the timeline mentioned above.**
- To receive a “Pass”, a student must meet minimum course requirements that would earn a credit in the course. A “No Pass” is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No/Pass grade is calculated in the student’s GPA.
- A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

## No Grade (NG)

When a student enrolls in the school more than halfway through a grading period, with no transfer grades, and there is insufficient time to assess the student prior to the end of the grading period, a “No Grade (NG)” may be given. This option requires prior administrator approval.

## Dropping a class

- It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course.
- Students may withdraw from a class **within the first 15 school days of the semester (date set by district)** without penalty or notation on the transcript. Both the family and the teacher/counselor (or administrator) must approve the change and approval must be documented on the standard district form.
- After the withdrawal period has expired, students shall NOT be allowed to drop a class without a transcript notation of “WF” (Withdraw/Fail) as the final grade UNLESS the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. A level change within the same subject (i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests.

## Guidelines for using notations WF/WN/WX

After the 15-day period for dropping a class has passed, a student will receive one of the following notations on their transcript if the student drops a class:

- **Withdraw Fail (WF):** Student withdraws and is not passing the course at the time of withdrawal or the student withdraws from a course after the 15 day withdrawal period. A “WF” **is** factored into the student’s GPA.
- **Withdraw No Pass (WN):** Student withdraws in a Pass/No Pass system and is not passing the course at the time of withdrawal. “WN” **is not** factored into the student’s GPA.
- **Withdraw No Grade (WX):** A WX notation is given only in rare and unusual circumstances, (i.e., those which are out of the control of the student such as extended illness, death of a family member, etc.) and must be approved by the building administrator. In each extenuating circumstance, written documentation such as grades, attendance, evidence of extenuating

circumstances, and record of a parent/teacher/counselor/student/administrator meeting will be kept on file. A “WX” **is not** factored into the student’s GPA.

### Repeated Courses

- A student may receive credit for a course only once unless it is designated a multi-semester course.
- Repeated courses taken to pass a course or improve a grade are recorded on the transcript with a notation of “R” **with the credit for the lower grade deleted**. The original course must remain **noted** on the transcript even though it will no longer be factored into the GPA.

### Grade Changes

- A grade change may be made within a year of the entry of the original grade and must be accompanied by written documentation **including the building administrator’s signature**. The documentation will go directly to the data clerk for a grade change.
- Only an administrator/designee may enter a grade change into the Student Information System.
- For protection of counselors and teachers, no counselor or teacher should have access to Synergy to make grade changes on their own.

### Challenging Grades

The Portland Association of Teachers’ contract with the district provides that should a teacher make a mistake in giving a grade to a student, the teacher’s grade book becomes the reference point and only that teacher can make a change of grade. If the teacher is retired, and the grade book indicates that an error has been made, every effort will be made to contact the teacher to verify the grade. If the teacher cannot be contacted, the principal may authorize a change of grade.

If a student receives an ‘NP’ or ‘F’ and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a ‘change of grade form’ to the data clerk indicating what class and grade is to be changed.

In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final ‘F’. Specifically, a progress report in May ‘F’ and a Senior Failure list ‘F’ (given two days after seniors’ last day) would be expected if a final ‘F’ is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

### Transcript Details

1. Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
2. If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
3. Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
4. Counselors will compile a PPS transcript based on this documentation.
5. International transcripts may be forwarded the District Registrar for verification and translation.
6. It is the counselor’s responsibility to review transcripts for the following:
  - For meeting requirements for graduation and college entrance
  - For accuracy including added state requirements
  - For accurate GPA calculation
  - For correct grade notations

7. AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.
8. **Pre-ninth grade high school credit** may be earned as outlined in PPS Board Policy [6.10.100-P](#) and administered in accordance with [6.10.110-AD](#). Parents or students entering high school with credits already earned must request to have that credit and grade removed from their transcript prior to the end of the students' first semester of high school, if they decide to do so.
9. **Religion classes:** If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework. Students MAY be given credit for religion studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.
10. **Home school:** Unless a 'home school' program is accredited, and the PPS high school receives an official transcript, homeschool coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.
11. **Proficiency:** It is possible to note a student's proficiency in a subject area without the student earning credit. Proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course **as** validated and recorded by a licensed instructor or other district designee.

### **Certification of Courses**

The school administration is annually responsible to verify and update the school's official approved course list for the [NCAA](#).

### **Communicating about grades**

Roosevelt High School will mail a progress report to the home of any student earning less than a C in any course halfway through each nine-week grading period. These reports communicate grades, attendance and other factors which may be inhibiting the student's achievement. Parents are encouraged to call or email teachers if they are concerned about their student's progress. Early contact with the school may prevent a later problem. Report cards are mailed home four times each year. Roosevelt is on the semester system so that grades given at the end of the first and third quarters are midterm progress grades and are not counted in the GPA nor displayed on the transcript. Final grades for each semester are recorded on the transcript. Additionally, teachers use online grading programs to maintain students' grades, which can be accessed from the internet.

### **Academic Integrity**

Students are responsible for honest and ethical behavior in all their academic pursuits. Many projects and assignments are completed on the honor system with no monitoring of student behavior. However, the standards for ethical behavior are the same whether the student work is completed inside or outside the classroom. Evidence of conscious academic dishonesty such as cheating or plagiarism is a serious breach of trust between the student and teacher. Students should recognize that academic dishonesty includes all forms of plagiarism; loaning, stealing, buying and/or selling course assignments, research papers or tests; performing academic assignments for others; passing off computer or native speaker translations as your own; unauthorized disclosure and receipt of academic information, as well as cheating on tests. RHS will respond to academic dishonesty in accordance with district policy.

### **Homework**

Students should expect an average of two hours of homework daily. Advanced Placement, PSU Inquiry, and dual enrolled students may experience more. Any homework assigned during an absence must be made up. Students with extended absences are expected to contact their teachers directly to arrange to make up work.

### **Attendance Policy**

Consistent attendance is the foundation of academic success. Students arriving more than 20 minutes late are marked as absent. To excuse an absence, students must bring a signed note from their parent/guardian to the attendance office within three days of an absence. Students are expected to make up any work missed as a result of the absence. **However, in the event the absence is unexcused, teachers have no obligation to accept late or missing work.** Students may face disciplinary action for unexcused absences. Each evening, automated phone calls will be made to the home to notify parents of any student absences. These absences will be marked as unexcused until parents contact the attendance office.



# Roosevelt High School Course Listings 2020- 21

## LANGUAGE ARTS

- English 1-2
- English 3-4
- English 5-6
- English 7-8
- AP English Lit & Comp
- AP English Lang & Comp
- English 7-8: SR Inquiry\*
- Essential Skills - Read/Write (EL)
- Language Arts Enrichment(EL)

## SOCIAL STUDIES

- Global Studies
- US History: Ethnic Studies
- Government
- Economics
- AP US History
- Government: SR Inquiry\*
- Economics: SR Inquiry\*
- Law & Justice 1-2: Intro (EL)
- Law: Advanced (EL)
- Philosophy (EL)
- Intro to Psychology (EL)
- Constitutional Law & Civics (EL)

## MATHEMATICS

- Algebra 1-2
- Geometry
- Honors Geometry
- Adv Algebra 3-4
- Financial Algebra
- Pre-Calculus
- AP Calculus AB
- AP Statistics
- Math 111\*
- Essential Skills - Math (EL)
- Calculus Lab (EL)

## SCIENCE

- Physics: NGSS
- Chemistry: NGSS
- Biology: NGSS
- Physics
- Environmental Science
- AP Chemistry
- AP Environmental Science
- AP Biology

## ENGLISH LANGUAGE DEVELOPMENT

- Emerging ELD 1
- Progressing ELD 2-4
- Progressing ELD 3
- Progressing ELD 4
- Accelerated Literacy
- ELD Support 1-2
- Sheltered English 1-2
- Sheltered English 3-4
- Sheltered History

## HEALTH / PHYSICAL EDUCATION

- Competitive Games
- Health
- Physical Education
- Weight Training
- Additional Topics in PE
- Strength & Conditioning

## WORLD LANGUAGES

- Spanish 1-2
- Spanish 3-4
- Spanish 5-6
- Spanish 7-8
- Japanese 1-2
- Japanese 3-4
- Japanese 5-6
- Japanese 7-8

## SPANISH LANGUAGE ARTS

- Lengua y Literatura 5-6
- Lengua y Literatura 7-8
- Lectura y Escritura 9th
- Lectura y Escritura 10th
- Lectura y Escritura 11th - 12th
- AP Spanish Lang & Culture
- AP Spanish Lit & Culture
- Humanities: Span Imm (EL)

## CAREER TECH ED

- Carpentry: Intro
- Carpentry: Interm.
- Construction: Intro
- Architectural Design
- Intro to Education\* (EL)
- Engineering Design (IED)
- Princ. of Engineering\*
- Robotics 1-2
- Robotics 3-4
- Intro to Communications
- Digital Photography 1
- Graphic Arts
- Media Studies /Publications
- Video Production & Filmmaking
- Computer Science 1-2
- Computer Science 3-4
- Computer Science 5-6
- Computer Science 7-8
- Animation 1-2: Intro
- Stagecraft
- Theatre Production & Management

## VISUAL & PERFORMING ARTS

- Beginning Theatre
- Intermediate Theatre
- Advanced/Senior Theatre\*
- Band 1-2
- Adv Band
- Jazz Band
- Guitar / Keyboard
- Choir: Intro

- Choir: Advanced
- Animation 1-2: Intro
- Beginning Art
- Intermediate Art
- Advanced Art
- 3-D Ceramics
- Ceramics/Sculpture: Interm.
- Ceramics/Sculpture: Advanced

## AVID

- 9th Grade Seminar
- AVID 10 - 12
- Peer Tutor AVID
- Senior Seminar

## SPECIAL EDUCATION

- Academic Support 9-12
- Transitional Skills
- Social Development
- Social Skills
- Daily Living
- Vocational Skills
- Basic Math
- Basic Language Arts
- Unified PE
- Intensive Skills Classrooms

## ELECTIVES

- Intro to Leadership
- Advanced Leadership
- Business: Intro
- Business/Entrepreneurship
- Marketing/Technology
- Mindfulness Studies
- Academic Allies: Math
- Academic Allies: Science
- Academic Allies: Spanish
- Science Lab Assistant
- Library/Media Assistant
- Office Assistant
- Creative Writing/Storytelling
- Climate Justice
- Adulting 101 / Healthy Transitions

## CREDIT RECOVERY

- Virtual Scholars Online Course
- English 1-2: Credit Recovery
- English 3-4: Credit Recovery
- English 5-6: Credit Recovery

*\*Indicates a Dual Credit Class*

## Language Arts

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Standard</b>	English 1-2	English 3-4	English 5-6	English 7-8
<b>Advanced Options</b>	NA	AP English Lit & Comp (with teacher recommendation)	AP English Lang & Comp AP English Lit & Comp	AP English Lang & Comp AP English Lit & Comp English 7-8: Sr. Inquiry

The English Language Arts (LA) four-year standards-aligned sequence starts with freshman English 1-2, which includes an honors option. Students are prepared for college and career success with an equity-based curriculum that reflects the lives of our diverse learning community. In all of our courses, students read a wide range of texts that include fiction, poetry, drama and nonfiction, and write in multiple genres to deepen critical thinking and analytical skills. All students are encouraged to challenge themselves throughout their high school career. The LA department encourages all students wanting that challenge to sign up for AP English Literature and Composition and AP English Language and Composition (offered in grades 10-12) or Senior Inquiry.

**English 1-2, Gr 9 (Cr. 1 LA)**

This course builds students’ proficiencies in reading and writing through literature and examination of current and historic events. The course aims to support all students in meeting objectives in expository writing, narrative writing, reading and analysis of informative and literary texts.

**English 3-4, Gr 10 (Cr. 1 LA)**

Sophomore students develop an appreciation for and understanding about ideas and experiences from around the world. Through the lens of cultural encounters, students read a balance of contemporary and classic works, young adult and more demanding works, and literary and informational text and non-print media. The diversity of texts encourages examination of multiple points of view and introduces thinkers, attentive readers and engaging presenters. They continue to build their academic vocabulary, their tool-kit of reading and writing strategies, and to annotate text and provide text-based evidence to support claims.

**English 5-6, Gr 11 (Cr. 1 LA)**

Juniors will read and interpret varied literature of the United States. All junior English classes prepare students for postsecondary study. Students explore what U.S. literature means in the context of a multicultural society, studying canonical pieces as well as new and rediscovered voices. Students read literature (e.g., dramas, essays, novels, poetry, nonfiction, and short stories) and produce writing as vehicles to explore social, historical, economic, political and artistic issues. Students annotate text with increasing sophistication and build the language of literary elements. The course covers American literature in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Themes around the “American experience” in terms of culture, outlook, race and gender are emphasized. \*Prerequisite, English 3-4 or co-enrollment.

**English 7-8, Gr 12 (Cr. 1 LA)**

Senior language arts students examine the rights and responsibilities of the individual by studying world literature and using literary critical theories. In preparation for post-secondary education, senior English students read challenging dramas, essays, novels, poetry, nonfiction and short stories. Students consider the history, development and the politics of literature and language. Students further develop their creative and analytical writing skills by producing a personal/college essay; a critical literary analysis, including a research paper; and a variety of academic non-fiction writing, including a research paper. \*Prerequisite, English 5-6 or co-enrollment



**Essential Skills: Reading/Writing, Gr 12 (Cr. 1 EL)**

This course is designed to enhance and develop students' reading and writing skills to help them meet the graduation requirements for reading and writing. Students will use in-class instruction, practice reading work samples, writing prompts, and online programs to work on informational text. When students successfully complete their benchmarks, they will have shown proficiency and can exit the class. Students not meeting their benchmarks may be required to take this course. \*Prerequisite, Needing to meet Reading or Writing benchmarks

**Language Arts Enrichment, Gr 9 (Cr. 1 EL)**

This course is designed to help freshmen build the literacy skills necessary to succeed in English 1-2 and beyond. The small class is intentional to create an environment of individualized support. \*Prerequisite, Needing additional support in LA

**AP English Literature and Composition, Gr 11-12 (Cr. 1 LA)**

Designed to parallel college-level English courses, AP English Literature and Composition enables students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own. This will include literary analysis, exposition, argumentation, narration and poetry. Passage of the AP Literature and Composition exam at the end of the year will earn the student college credit at most universities. \*Prerequisite, Passed previous ELA course & Info session

**AP English Language and Composition, Gr 11-12 (Cr. 1 LA)**

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. This course emphasizes the interaction of the author's purpose, intended audience and subject. Students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. \*Prerequisite, Passed previous ELA course & Info session

**English 7-8: Sr Inquiry (Dual Credit), Gr. 12 (Cr. 1 LA)**

This college level class is co-taught by two RHS teachers and one Portland State University professor. Its multidisciplinary focus addresses contemporary issues in society surrounding social justice. Our theme is race and social justice with a focus on understanding current events and writing research papers. Students will be expected to complete rigorous reading, writing, and projects outside of the school day, and can expect at least one hour of homework per night. The class meets for two periods, and students who receive a B or higher will receive 15 Portland State University credits that satisfy a freshman writing requirement. \*Prerequisite, Passed previous ELA course & Info session

**English 1-2: Credit Recovery, Gr 10 (Cr. 1 LA)**

English credit recovery is a course built for sophomores who have yet to pass freshman English. Using culturally relevant novels, informational text, plays, poetry, and film, students will work to meet the common core standards in reading, writing, speaking, and listening. There is limited enrollment for this course.

**English 3-4: Credit Recovery, Gr 11 (Cr. 1 LA)**

This course is designed for juniors who have yet to pass a prior English course required for graduation. Using culturally relevant novels, informational texts, plays, poetry, and film, students will work to meet the common core standards in reading, writing, speaking, and listening. There is limited enrollment for this course.

**English 5-6: Credit Recovery, Gr 12 (Cr. 1 LA)**

This course is designed for seniors who have yet to pass a prior English course required for graduation. Using culturally relevant novels, informational texts, plays, poetry, and film, students will work to meet the common core standards in reading, writing, speaking, and listening. There is limited enrollment for this course.

# Social Studies

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Standard</b>		Global Studies	US History: Ethnic Studies	Government and Economics
<b>Advanced Options</b>			AP US History	PSU Inquiry AP US History
<b>Electives</b>	Law & Justice: Intro	Law & Justice: Intro Law: Advanced Philosophy Intro to Psychology Constitutional Law & Civics	Law & Justice: Intro Law: Advanced Philosophy Intro to Psychology Constitutional Law & Civics	Law & Justice: Intro Law: Advanced Philosophy Intro to Psychology Constitutional Law & Civics

Social studies classes critically examine the world around us by looking at past and present issues and movements relating to race and social justice. We apply critical thinking to examine historical and current methods for anti-racist and anti-hate education. In celebrating and honoring our diverse communities, we disrupt any attempts to discriminate against people based on race, ethnicity, gender identity, sexual orientation, nationality, ability, or citizenship status. Moreover, our focus in each of our social studies classes is to investigate problems of inequalities and injustice through critical analysis to imagine a more just world.

### **Global Studies, Gr 10 (Cr. 1 Global Studies)**

In Global Studies, we will be exploring the world as it is today--its people, their communities, and the issues they face. The focus of this class is to understand the root causes of some of the problems that disproportionately impact our world today, including issues of poverty, conflict, inequity, and climate change. We will explore solutions for creating a more just, equitable, and sustainable world for all people by applying critical analysis and conducting research. Together, we will brainstorm ways to create positive changes in our local communities and beyond with the planet as our curriculum. \*Prerequisite, none.

### **US History: Ethnic Studies, Gr 11 (Cr. 1 US)**

This class is the critical study of race, ethnicity and indigeneity focusing on the experiences and perspectives of diverse communities in the United States. We will be analyzing ways in which race and racism have been powerful social, cultural, and political forces in the ways we have interacted as people in the past and present. In addition, we will analyze the presence and impact of intersectionality – where other axes of power such as gender identity, class, sexual orientation and citizenship status cross. This curriculum is aligned with the PPS board policy on Ethnic Studies. \*Prerequisite, none.

### **Government, Gr 12 (Cr. 0.5 Govt)**

Students completing the course will understand and apply knowledge about governmental and political systems. Students will identify and describe the rights and responsibilities of citizens. They will have asked, acquired, analyzed and applied information about topics in civics and government. \*Prerequisite, none - 1st semester ONLY.

### **Economics, Gr 12 (Cr. 0.5 Econ)**

Economics blends together the study of government and economics, focusing on the interactions between systems. Students completing the course will describe the structure and function of the government; describe the function and measurement of economic activity; describe the actions of individuals and firms, such as producing, exchanging, consuming, saving, and investment; and analyze the interactions between individuals, groups, firms, and governmental and economic institutions. The purpose of the course is to prepare students for real-life experiences and also to develop skills for disrupting traditional systems of power. \*Prerequisite None - 2nd semester ONLY

**Economics: Sr. Inquiry (Dual Credit), Gr 12 (Cr. 0.5 Econ)**

This college level class is co-taught by two RHS teachers and one Portland State University professor. It is a multidisciplinary focus that addresses contemporary issues in society surrounding social justice. Our theme is race and social justice with a focus on understanding current events and writing research papers. Students will be expected to complete rigorous reading, writing, and projects outside of the school day. Expect at least 1 hour of homework/night. The class meets for two periods, and students who receive a B or higher will receive 15 Portland State University credits that satisfy a freshman writing requirement. \*Prerequisite, none.

**AP US History, Gr 11-12 (Cr. 1 US)**

The AP US History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of US history for significant events, individuals, developments, and processes in nine historical periods, and develop the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides themes that students explore throughout the course in order to make connections among historical developments in different times and places. AP US History is designed to be the equivalent of a two-semester college or university US history course. \*Prerequisite, Previous SS courses & info session

**Intro to Psychology, Gr 10-12 (Cr. 1 Elective)**

Intro to Psychology introduces students to the study of individual human behavior. Content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology. The course is offered in a two (2) year rotation, alternating in years with Philosophy (2021-22). \*Prerequisite, none.

**Philosophy, Gr 10-12 (Cr. 1 Elective)**

Philosophy is designed to introduce students to the philosophical ideas and questions that human beings have grappled with for hundreds or thousands of years. The course examines the discourse of philosophy using themes like being human, inner space, and the social world. We tackle these themes from a multicultural, critical and justice-oriented lens in order to situate students as philosophers and public intellectuals. This class requires students to read, write, and speak in class every day. The course is offered in a two (2) year rotation, alternating in years with Intro to Psychology (2020-21). \*Prerequisite, none.

**Law & Justice: Intro, Gr 9-12 (Cr. 1 Elective)**

In Intro to Law and Justice, we will explore the idea of "justice" and apply critical analysis to think collectively about where justice can be strengthened in our society today. We will explore various areas of law, including criminal law, constitutional law, and civil law. Students will take part in trials to develop a deeper understanding of the law, the set of laws, or the legal process, while also engaging in case studies of real stories and issues in our legal system and beyond today. \*Prerequisite, none.

**Law: Advanced, Gr 10-12 (Cr. 1 Elective)**

This course will be built upon Intro to Law and Justice in further deepening our analysis of justice and its application to the criminal justice and legal system. This second year will be focused on specialized rights for different groups, including juvenile law, immigration law, civil rights, and human rights. The class will take leadership in community-based action projects of student design to raise awareness of the problems and solutions for justice. \*Prerequisite, Intro to Law/Justice

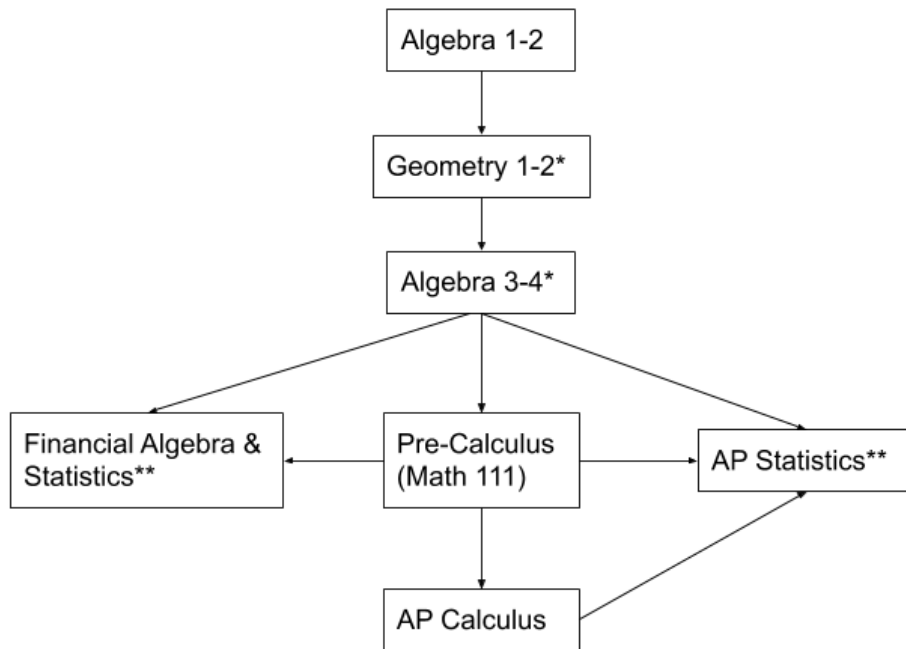
**Constitutional Law & Civics, Gr 10-12 (Cr. 1 Elective)**

Constitutional Law & Civics is a yearlong elective course that addresses both the theoretical foundations and practical applications of the US Constitution. In the first semester, students examine Constitutional principles and philosophies of rights, and then apply that understanding to analyze historical cases and current events/issues. Students work with attorney coaches to prepare for mock congressional hearings in which they will participate as a Constitution Team. Verbal and written communication are strongly emphasized. The second semester shifts to focus on civics in action. Students examine the role of citizens at various levels of government, including bills up for consideration in the state legislative session. The class will design and participate in service learning opportunities that address issues within our community. \*Prerequisite, Intro to Law/Justice.

# Mathematics

<b>General Sequence</b>	Algebra 1-2	Geometry	Advanced Algebra 3-4	Financial Algebra	AP Calculus
	Students start the math sequence based on 8th grade math classes. Students wishing to advance their math courses can be recommended by the math department to take Geometry and Advanced Algebra 3-4 concurrently.			Pre-Calculus (Math 111)	AP Statistics
				AP Statistics	

The mathematics department at Roosevelt High School focuses on engaging students in meaningful, challenging mathematics; facilitating collaborative tasks; helping students develop critical thinking and communication skills; and preparing students for the challenges of whatever path they choose beyond high school. Students will enter at either the Algebra 1-2 or Geometry level and proceed to Advanced Algebra 3-4 before having the opportunity to take Pre-Calculus or Financial Algebra. Math 111 is a dual credit course through Portland Community College, and students receive five credits if they pass the course. Finally, students are able to take AP Calculus, which provides an opportunity to receive college calculus credit depending on the student's score on the AP exam.



\* Students can take Geometry 1-2 and Algebra 3-4 concurrently

\*\* Seniors only

### **Algebra 1-2, Gr 9 (Cr. 1 Math)**

The first year course in algebra focuses on the Cartesian plane and the representation of functions as a unifying theme. Students are introduced to linear, quadratic, and exponential functions through graphical, numerical and symbolic representations. Students learn to solve linear equations, inequalities, systems of equations, and quadratic equations. Cornerstones of algebraic reasoning, including the zero product property, inverse operations, and proportional reasoning are introduced in Algebra 1-2. Students will work to deepen their understanding of basic algebraic concepts using hands on activities, TI-84 calculator lessons, and problem solving, while developing confidence in their ability to think mathematically as they work both individually and collaboratively. Homework is standard in this class. \*Prerequisite, none.

### **Geometry, Gr 9-12 (Cr. 1 Math)**

In this course, students study two and three-dimensional shapes and their relationships in plane and space. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces students to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Concepts from Algebra 1-2 are reviewed, with geometric applications. Students use the software available with the TI-84 calculator and/or Geometer's Sketchpad to deepen their understanding of key ideas. Homework is standard. \*Prerequisite, Algebra 1-2

### **Honors Geometry, Gr 9-12 (Cr. 1 Math)**

In this course, students study two and three-dimensional shapes and their relationships in plane and space. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces students to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Concepts from Algebra 1-2 are reviewed, with geometric applications. Students use the software available with the TI-84 calculator and/or Geometer's Sketchpad to deepen their understanding of key ideas. Homework is standard. The course will be offered in conjunction with the general Geometry course and will use the same common assessment as the general Geometry course. \*Prerequisite, Algebra 1-2

### **Adv Algebra 3-4, Gr 10-12 (Cr. 1 Math)**

This course emphasizes modeling data and problem situations with functions, specifically linear, quadratic, polynomial, exponential, rational, radical, logarithmic and trigonometric functions. The course also introduces students to complex numbers, problems in trigonometry, and statistics. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, to apply the mathematics and to communicate their reasoning. Students will use the TI-84 graphing calculator in class to study these topics. Homework is standard in this class. \*Prerequisite, Algebra 1-2

### **Financial Algebra, Gr 11-12 (Cr. 1 Math)**

Want to work with math that will influence your daily life? This seniors-only class might be for you. Financial Algebra will apply advanced Algebra skills to model and explore the financial implications of things such as budgeting, credit cards, student loans, buying a car, mortgages, and investing. Statistics is about using data to answer questions. You will gain the tools to look critically at numerical information. We will use investigative questioning and design ways to collect data to answer those questions and then make sense of what that data says. \*Prerequisite, Algebra 3-4

### **Pre-Calculus, Gr 11-12 (Cr. 1 Math)**

This course develops the ability to apply trigonometric techniques in problem-solving and an introduction to mathematical analysis. Topics include trigonometric functions and their applications; quadratic, exponential and logarithmic functions; polynomials; analytic geometry; sequences and series; vectors; and complex numbers. Homework is standard in this class. \*Prerequisite, Algebra 3-4

### **Math 111, Gr 11-12 (Cr. 1 Math)**

College Algebra, explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. \*Prerequisite, Algebra 3-4 (PCC Dual Credit Class)

**AP Calculus AB, Gr 11-12 (Cr. 1 Math)**

This course is for students who have a strong interest in mathematics or who need calculus for careers in business, sciences or engineering. A review of functions, trigonometry, and logarithms is embedded in the curriculum. The study of calculus is central to the course, including limits, derivatives, and definite and indefinite integrals. Students demonstrate depth of understanding through class discussions, projects, and applications of mathematics, tests, and problem-solving situations. Students are recommended to take the calculus lab class along with this course. Students will take the AP exam in May. Students earning a 3 or more on the exam may earn college credit. Homework is standard in this class. \*Prerequisite, Pre-Calculus & Info Session

**AP Statistics, Gr 11-12 (Cr. 1 Math)**

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. \*Prerequisite, Algebra 3-4.

**Essential Skills - Math, Gr 10-12 (Cr. 1 Elective)**

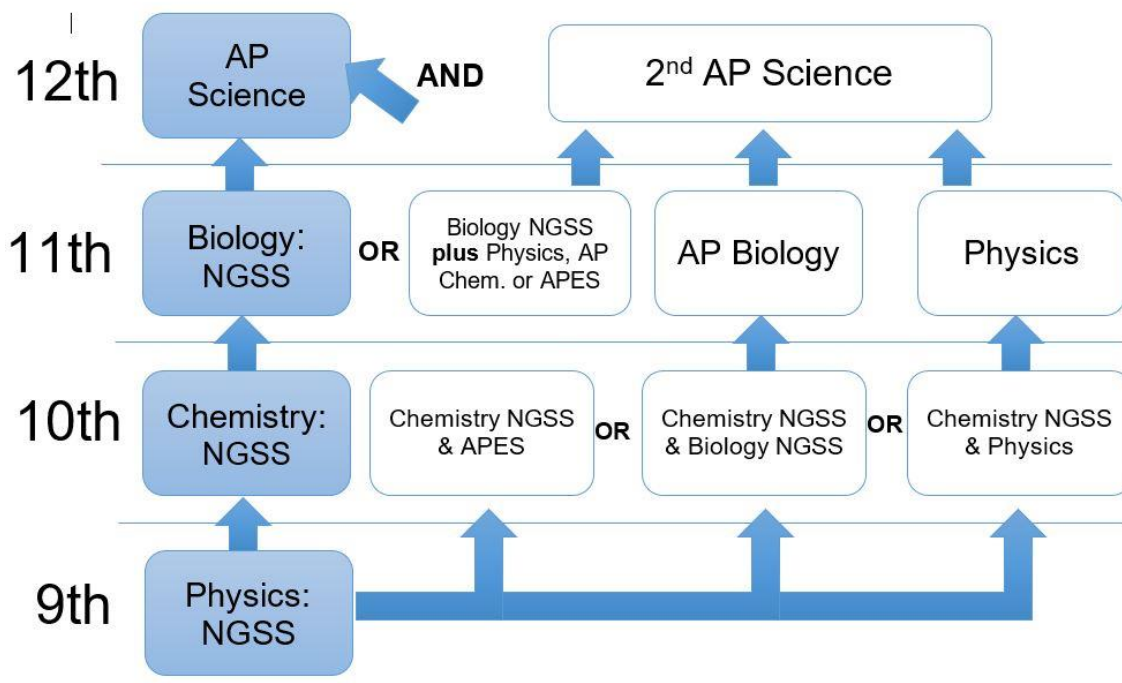
This course is designed to enhance and develop students' math skills to help them meet the graduation requirements of mathematics. Students will use in-class instruction and practice math work samples. When students successfully complete their benchmarks, they will have shown proficiency and can exit the class. Students not meeting their benchmarks may be required to take this course.

# Science

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Standard</b>	Physics: NGSS	Chemistry: NGSS	Biology: NGSS	
<b>Advanced Options</b>		Chemistry NGSS taken concurrently with Biology NGSS  Chemistry NGSS taken with Physics  Chemistry NGSS taken with AP Environmental Science (APES)	AP Biology  AP Chemistry  AP Environmental Science (APES)  Environmental Science  Physics	AP Biology  AP Chemistry  AP Environmental Science (APES)  Environmental Science  Physics

The Roosevelt High School science department offers a rigorous sequence of courses designed to provide students with a clear understanding of science concepts and of how science works as a process for generating knowledge about the world. The goal of the department is to prepare students for postsecondary success in science, and instill in our students an understanding of the power of science to illuminate the wonder and complexity of the natural world. The core science sequence at Roosevelt is the same as that used by all PPS high schools. All 9<sup>th</sup> graders take Physics: NGSS, followed by Chemistry: NGSS in 10<sup>th</sup> grade and Biology: NGSS in 11<sup>th</sup> grade. All students are encouraged to take at least one AP science class their senior year. Students who are interested in taking AP classes earlier, or who are interested in STEM fields, are encouraged to take two science classes concurrently, beginning in the 10<sup>th</sup> grade. Students interested in STEM are also able to enroll in engineering or computer science classes in addition to their core science classes. Both the core science sequence, and the other course pathways, can be seen in the flowchart below.

- The core science sequence is Physics: NGSS, then Chemistry: NGSS and then Biology: NGSS.
- APES is AP Environmental Science.
- All students will be encouraged to take at least one AP science class. Students who take Chemistry: NGSS and Biology: NGSS or Chemistry: NGSS and physics as sophomores will have the option of taking two AP science classes as juniors.
- Environmental science will be available to juniors and seniors who need a 3rd science credit.



Physics: NGSS, Gr 9 (Cr. 1 Science)

This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the three-year science sequence. \*Prerequisite, none.

### **Chemistry: NGSS, Gr 10 (Cr. 1 Science)**

This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon during the course. Critical thinking, data analysis, and argumentation from evidence are also emphasized. \*Prerequisite, none.

### **Biology: NGSS, Gr 11 (Cr. 1 Science)**

This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized. \*Prerequisite, none.

### **Environmental Science, Gr 11-12 (Cr. 1 Science)**

This class will explore how Earth's systems function and how we influence these systems, giving us a big picture understanding of the world and our place within it. Studying environmental science helps us comprehend the problems we create, and it illuminates ways to fix these problems. Students will use methods and explore concepts from biology, chemistry, and earth sciences to learn how science is used in the study and protection of the environment. Topics discussed include: ethics and policy, earth systems, ecology, conservation, evolution, human population growth, chemical hazards, agriculture, mining, water pollution, air pollution, global climate change, nonrenewable energy, renewable energy, and waste management. \*Prerequisite, none.

### **Physics, Gr 10-12 (Cr. 1 Science)**

This course is taken after Physics NGSS. This advanced course provides instruction to laws of conservation, thermodynamics, and kinetics; wave and particle phenomena; electromagnetic fields; and fluid dynamics. \*Prerequisite, Physics NGSS, Algebra 3-4 or Co-enrollment).

### **AP Environmental Science (APES), Gr 11-12 (Cr. 1 Science)**

The goal of the AP Environmental Science (APES) course is to provide students with the scientific concepts and methodologies Standard to understand the natural world, to identify human-made problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them in the modern era. APES is fully interdisciplinary and, therefore, embraces a wide variety of topics from different areas of study. Economics, politics, sociology, health, and history--among other topics--are discussed frequently and serve as a backbone of the class on which scientific topics are supported.\*Prerequisite, Physics NGSS or teacher approval & Info Session.



**AP Biology, Gr 11-12 (Cr. 1 Science)**

AP Biology offers high school students the opportunity to experience the content and rigor of an introductory level college science course. In addition, students who take AP Biology also have the opportunity to earn college credits by passing the AP Biology exam in May. Learning targets are derived to meet the core curricular framework of AP Biology developed by the College Board. The big ideas covered in the course are evolution, energy and communication, genetics and information transfer, and interactions. \*Prerequisite, Biology , Chemistry suggested & Info Session

**AP Chemistry, Gr 11-12 (Cr. 1 Science)**

This course provides college level coursework in chemistry. One of the many functions of an AP course is to prepare students for the AP exam given in May each year in various subject areas. Those students who score a 3 or above are considered to have passed the exam, and can receive college credit from most colleges in the United States. Since this is a college level course taught in high school, it is very demanding both in time and in effort. This is a very challenging and rewarding experience for those interested in chemistry. \*Prerequisite, Algebra 3-4 or co-enrollment, Chemistry & Info Session.

# English Language Development (ELD)

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In English Language Development (ELD) courses, students focus on grammar development as is appropriate to their ability level. Using leveled texts, students work on reading fluency and comprehension. By reading orally, students practice pronunciation of challenging English phonemes. Students practice the writing process and use the grammar that the class has been focusing on in that writing. The writing is often presented to the class. Oral presentations are one way students demonstrate their English ability. Placement in ELD is dependent on the English Language Proficiency Assessment (ELPA) score the student receives from the previous year.

## **Emerging ELD 1, Gr 9-12 (Cr. 1 Elective)**

Students will learn to listen, speak, read and write basic English. They will develop reading strategies and comprehension skills and basic content vocabulary that they can apply to all their classes. Students will practice the writing process to develop coherent sentences and paragraphs. Students will learn the basic conventions of English, including simple grammar, capitalization and punctuation. They will be introduced to technology and the use of the library. \*Prerequisite, none.

## **Progressing ELD 2, Gr 9-12 (Cr. 1 Elective)**

Students will continue to develop their listening, speaking and comprehension proficiencies in English. Pronunciation and speaking fluency will be emphasized. Students will increase their knowledge and use of academic vocabulary and learning strategies by studying a variety of content and cultural themes. Students will read a variety of literary forms and nonfiction materials, and they will continue to develop reading strategies to maximize comprehension. Students will continue to develop the writing process in order to meet future assessment requirements. The study of spelling, conventions and grammar will lead to higher levels of English production. Students will continue building study skills. \*Prerequisite, ELD 1 or ELPA results.

## **Progressing ELD 3, Gr 9-12 (Cr. 1 Elective)**

Students will continue to develop their listening, speaking, and reading and writing through a more in-depth study of fiction and nonfiction selections. Students will expand their academic vocabulary, reading, fluency and comprehension strategies. Writing in various modes will be emphasized through class activities in order to refine writing conventions and grammar. \*Prerequisite, ELD 2 or ELPA results.

## **Progressing ELD 4, Gr 9-12 (Cr. 1 Elective)**

The activities in this course will focus on helping students meet graduation requirements in reading, writing, listening, speaking and literary analysis. In addition, students will fine-tune their ability to understand, analyze and evaluate complex text in the content areas. Students will write in various genres, including short stories, reports and well-constructed essays with logical organization, clear main ideas and supporting details and appropriate transitions. Students will determine meanings of words using contextual and structural clues. Students will write with correct verb tenses and minimal grammatical errors. \*Prerequisite, ELD 3 or ELPA results.

## **Accelerated Literacy, Gr 9-12 (Cr. 1 Elective)**

This program is designed for students who have had interrupted education and due to extraordinary circumstances need to develop basic literacy and numeracy skills. Students typically are new to the United States and have not attended much school in their native language. The program will focus on basic reading and writing skills (phonics, handwriting, and social directions.) \*Prerequisite, ELPA results.



# Health & Physical Education

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Standard</b>	PE	Health		
<b>Advanced Options</b>		Weight Training Additional Topics in PE Strength & Conditioning Competitive Games	Weight Training Additional Topics in PE Strength & Conditioning Competitive Games	Weight Training Additional Topics in PE Strength & Conditioning Competitive Games

The primary goal of physical education is to promote a lifetime of physical health and fitness. Classes are created with a focus on fitness that will enable each student to understand the long term benefits of a wellness lifestyle. To accomplish this, the PE curriculum is designed to offer a variety of lifetime activities that will allow each student to make healthy choices in life. Students will be introduced to individual, dual, and team sports. Every student will participate in fitness-related activities such as aerobic conditioning and weight training. Advanced training in weightlifting and aerobic conditioning are available to students as elective opportunities. All elective classes are semester courses and are open to students in grades 10-12.

### **Physical Education 1-2, Gr 9 (Cr. 1 PE)**

Students will be exposed to a variety of team sports and lifetime fitness activities. Students will learn fundamental skills, basic strategies and teamwork concepts. Students are expected to participate and dress down daily. \*Prerequisite, none.

### **Health, Gr 10 (Cr. 1 Health)**

Health education prepares the student to shape their choices and habits in ways to enhance physical, mental, emotional and social health. Students develop both the knowledge and skills necessary to manage the quality of their personal, family and community life, including looking at social justice issues in health topics. Knowledge covered includes, alcohol, drugs, tobacco, and addiction/recovery, nutrition, physical fitness, healthy relationships and sexuality, mental and emotional health, chronic illness, and CPR. Students will learn essential skills of accessing valid and reliable health information, analyzing the influences in their lives, communicating effectively, and using real life scenarios to practice making decisions and setting attainable goals. \*Prerequisite, none.

### **Weight Training, Gr 10-12 (Cr. 1 Elect.)**

In this course, students learn techniques and procedures for developing total body strength and conditioning. The class uses machines and free weights, stretching techniques, plyometric exercises, anaerobic movements, as well as training on growth, development, and performance. Students learn how to develop a program based on choice of exercises, frequency of training, rate of progression, and philosophical aspects of program design. Students are expected to participate and dress down daily. \*Prerequisite, PE 1-2.

### **Additional Topics in PE, Gr 10-12 (Cr. 1 PE)**

In this course, students will explore different topics related to physical education potentially including yoga. This class will focus on building strength, flexibility and healthy habits. Students will need to have appropriate clothes and participate daily. \*Prerequisite, none.

### **Competitive Games, Gr 10-12 (Cr. 1 PE)**

This course will provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer, and so on). In this course, students will explore different topics related to physical education potentially including yoga. This class will focus on building strength, flexibility and healthy habits. Students will need to have appropriate clothes and participate daily. \*Prerequisite, PE1-2.

**Strength & Conditioning, Gr 10-12 (Cr. 1 Elect.)**

The personal training for women class is designed to meet the needs of the female student/athlete. Emphasis will be placed weightlifting, strength development, speed and agility, with conditioning to maximize their physical potential. \*Prerequisite, none.

## World Languages

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Standard</b>	Spanish 1-2 Japanese 1-2 Spanish 3-4 (if student earned HS 1-2 credit in middle school)	Spanish 3-4 Spanish 5-6 Japanese 3-4		
<b>Advanced Options</b>			Spanish 5-6 Spanish 7-8 Japanese 5-6 Japanese 7-8	Spanish 5-6 Spanish 7-8 Japanese 5-6 Japanese 7-8

Two years of a world language is a graduation requirement for all students. Students can obtain this credit through studying Spanish either as a new language or through the Spanish language arts program for native speakers and students coming from immersion programs. Additionally, students who are fluent in another language can check with a counselor to see if the district offers a test in their language to demonstrate fluency and gain credit.

### **Spanish 1-2, Gr 9-12 (Cr. 1 Elect./WL)**

This course provides students with the tools and practice to converse in Spanish on basic everyday topics. While conversational Spanish is emphasized, students will also get practice in writing and comprehension. By the end of this course, students should be able to have short conversations about such subjects as family, the weather, school, and interests. Students will also have opportunities to examine some of the diverse cultures that make up the Spanish-speaking world, with emphasis on Latin America. Finally, this course explores the connections between culture and language. How are cultural values embedded in the way we say things and the vocabulary we have at hand. \*Prerequisite, none.

### **Spanish 3-4, Gr 9-12 (Cr. 1 Elect./WL)**

This course expands the vocabulary and grammar base built the first year with instruction in all four modes - speaking, listening, reading and writing. By the end of the course students should be able to talk about everyday topics such as food, clothes, what they did over the weekend, daily routines, feelings and health. Students will begin to talk about events in the past, and will also have opportunities to further explore the cultures that make up Latin America including projects that ask you to research other countries and imagine that they are there. \*Prerequisite, Spanish 1-2

### **Spanish 5-6, Gr 9-12 (Cr. 1 Elect./WL)**

Course Description: Students in this third year course increase their ability to speak, listen, read and write confidently in Spanish by building on the first years of learning. The focus of this year will be on learning to speak about the past, and integrating it into a conversation about the present. Students continue to learn about the geography and cultures of Spanish speaking countries.

Students who have completed this course should be able to:

1. Communicate orally in Spanish in real-life situations.
2. Describe a past event that happened to them.
3. Express themselves by writing proficient sentences and questions in Spanish.
4. Understand some differences between American and Latin American cultural practices.

\*Prerequisite, Spanish 3-4.

### **Spanish 7-8, Gr 11-12 (Cr. 1 Elect./WL)**

In this level, students talk about many more topics and have a greater variety of things to say about these topics. Students build their vocabulary and gain comfort in using the language practically in real situations

while creating and reading stories. The AP Spanish Language test will be offered for and reading students to take toward completing the second semester of this course. \*Prerequisite, Spanish 5-6.

### **Japanese 1-2, Gr 9-12 (Cr. 1 Elect./WL)**

This class is for students who are interested in Japanese cuisine, traditional culture, or pop culture. In 1st year Japanese, the focus will be on all four language skills: listening, speaking, reading and writing. The goal of first year Japanese is to gain oral and written skills enabling students to handle basic topics in Japanese. Students will cover the sound system, hiragana and katakana (the phonetic syllables) and begin a self-paced study of kanji (Chinese characters). Students will be introduced to new grammar, vocabulary, and culture through sequential, thematic units. Through a lens of traditional and contemporary Japanese culture, topics such as personal information, food and dining, daily activities and school life will be explored. A variety of instructional materials and activities will be used, including the textbook, workbook, the internet, authentic materials, projects, cultural exchange, and field trips. The proficiency target of this class is Novice Mid in accordance with the ACTFL standards. \*Prerequisite, none.

### **Japanese 3-4, Gr 9-12 (Cr. 1 Elect./WL)**

In the 2nd year Japanese class, students will review hiragana and katakana in the first semester and continue on to read and write with kanji in the second semester. By the end of this course, students will be able to exchange personal information using phrases and simple sentences, ask and answer simple questions on a variety of familiar topics. Students will use Japanese for different projects throughout the year; create a guidebook on Portland, describe historical figures and contemporary stars in class, create their own games to learn grammar, and more. Both traditional and contemporary Japanese culture will be introduced through authentic materials such as Japanese film and music. The proficiency target is Novice-high in accordance with ACTFL Proficiency Guidelines. \*Prerequisite, Japanese 1-2.

### **Japanese 5-6, Gr 10-12 (Cr. 1 Elect./WL)**

In Japanese 5-6, students will practice communicating with more ease and confidence. Conversations will center on interacting in an everyday setting and in unexpected situations. Students will experience cuisine, fashion and social events through the language. All four language learning skills (listening, speaking, reading and writing) will be emphasized. \*Prerequisite, Japanese 3-4.

### **Japanese 7-8, Gr 11-12 (Cr. 1 Elect./WL)**

Students will use authentic sources such as films, newspapers, websites and short readings to improve their skills. Through the use of these sources, students will have a solid understanding of basic texts that relate students to everyday life for speakers of Japanese. \*Prerequisite, Japanese 5-6.

# Lengua y literatura en español / Spanish Language Arts

## Programa de inmersión en español / Spanish Immersion

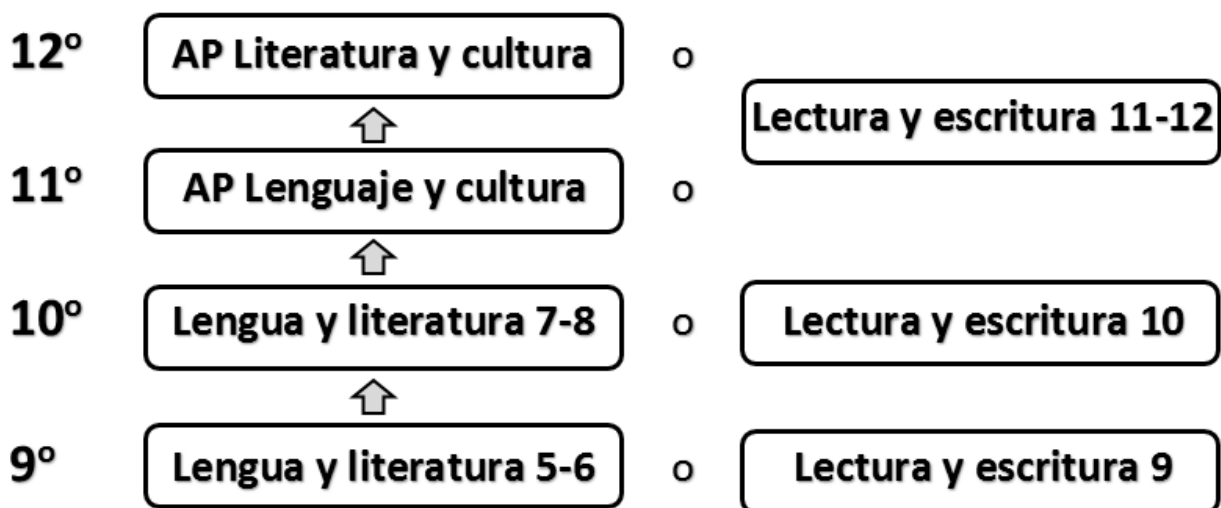
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El programa de lengua y literatura en español de Roosevelt lleva 20 años de existencia. El programa surgió en respuesta a las necesidades específicas de los estudiantes bilingües para su desarrollo académico en español. Con el paso de los años, la población hispanohablante de Roosevelt ha pasado de constituir el 11% al 40% de la población total estudiantil. Esto nos ha permitido ampliar el número de cursos en español (así como el número de secciones) que ofrecemos a lo largo de los cuatro años de la preparatoria.

Los cursos de lengua y literatura en español ofrecen a los alumnos/as de habla hispana, así como a los alumnos angloparlantes que vengan de un programa de inmersión en español, la oportunidad de estudiar español formalmente en un ambiente académico. El enfoque es la lectura y la escritura, con el objetivo de mejorar la expresión oral y escrita, ampliar el vocabulario y desarrollar un amor por la lectura. Nuestro objetivo es que los estudiantes que hayan estado en nuestro programa durante cuatro años hayan alcanzado, a la hora de graduarse, un nivel académico universitario en español. Tenemos una secuencia de cursos y opciones cada año de la preparatoria para que los estudiantes entren al curso que les corresponda de acuerdo con sus destrezas. Es nuestra intención y nuestro objetivo apoyar a cada estudiante para que alcance el nivel más avanzado posible a lo largo de su tiempo en Roosevelt.

The Spanish language arts department at Roosevelt celebrates 20 years of existence. The program arose in response to the specific needs of bilingual students to further develop their academic skills in Spanish. As the years have passed, the Spanish-speaking population of Roosevelt has gone from 11% to approximately 40% of the total student population. This growth has allowed for an increase in the number of Spanish language arts courses (as well as in the number of sections) offered throughout the four years of high school.

Roosevelt's Spanish language arts courses offer native Spanish-speaking students, as well as students coming from Spanish immersion programs, the opportunity to study Spanish formally in an academic environment. The focus is on reading and writing, with the objectives of improving oral and written expression, increasing vocabulary, and developing a love of reading. Our goal is that, upon graduation, students who have been in the program for four years will have reached an academic level of Spanish equivalent to that of university-level coursework. We have a sequence of courses and options for each year of high school so that all students enrolled in the course that meets their skills and needs appropriately. It is our intention and our goal to support each student so that he or she reaches the most advanced level possible during his or her time at Roosevelt.





### **Lengua y Literatura 5-6 / 7-8 (AP Spanish Lang & Culture/Humanities), Gr 11-12 (Cr. 1 WL)**

Los cursos de lengua y literatura son tradicionalmente los primeros dos cursos en la secuencia de cuatro años que ofrecemos. En estos cursos, los estudiantes tienen la oportunidad de leer una variedad de textos, desarrollar sus destrezas como escritores y ampliar su expresión oral en español. Las actividades y los trabajos de la clase se realizan 100% en español. En estos cursos, los estudiantes leen poesía, artículos periodísticos, mitos y leyendas, libros de memorias y novelas, todos procedentes del mundo hispanohablante. Con cada género literario estudiado, los estudiantes leen en grupos y con la clase entera, responden a la lectura oralmente y por escrito y realizan un proyecto (o varios) de escritura sobre lo leído. Los estudiantes desarrollan sus destrezas participando en un proceso constante de leer, conversar, reflexionar sobre lo leído y escribir.

*Language and literature courses are typically the first two courses in the four-year sequence that we offer. In these courses, students have the opportunity to read a variety of texts, develop their skills as writers, and improve their oral communication in Spanish. The activities and classwork are done 100% in Spanish. In these courses, students read poetry, news articles, myths and legends, memoirs and novels, all authentic texts from the Spanish-speaking world. With each literary genre we study, students read in groups and with the whole class, respond to the readings orally and in writing, and complete a writing project (or several) about what they have read. Students develop their skills by participating in a constant process of reading, discussing, reflecting on the text, and writing.*

(\*Prerequisites: 5-6, Speaking Spanish with native level fluency, 9th grade or teacher permission. 7-8, Lengua y Literatura 5-6, 10th grade or teacher permission).

### **AP Lenguaje y cultura / Humanidades (AP Spanish Lang & Culture/Humanities), Gr 11-12 (Cr.2 WL/Elect)**

En este curso las cuatro destrezas comunicativas del lenguaje, leer, escribir, escuchar y hablar, se trabajan naturalmente de forma integrada mediante el uso de materiales auténticos. Los estudiantes reciben amplias oportunidades, tanto dentro como fuera de la clase, de desarrollar su capacidad de expresarse oralmente y por escrito en una variedad de ambientes, circunstancias, tipos de discurso, temas y registros. Además de desarrollar las destrezas para leer críticamente y escribir analíticamente, el curso pone también hincapié en desarrollar la habilidad de establecer conexiones interdisciplinarias y de explorar comparaciones culturales y lingüísticas.

*In this course, the four language domains (reading, writing, listening and speaking), are naturally developed in an integrated way through the use of authentic materials. Students receive ample opportunity, inside and outside of class time, to develop both their oral and written expression in a variety of contexts, circumstances, types of discourse, themes and registers. In addition to providing an opportunity to develop critical reading and analytical writing skills, the course places emphasis on developing the ability to make interdisciplinary connections and to explore cultural and linguistic comparisons. (\*Prerequisite, Lengua y literatura 7-8 or teacher permission).*

### **AP Literatura y cultura/ Humanidades (AP Spanish Lit and Culture/Humanities), Gr 11-12 (Cr.2 WL/Elect)**

El curso de AP Literatura y cultura está estructurado de modo que los estudiantes lean y trabajen todas las lecturas incluidas en la lista publicada por el College Board (el organismo nacional que regula los cursos de AP) en la descripción del curso. El libro de texto escogido para la clase, Azulejo, contiene todas las obras de lectura obligatoria. La lista de lectura incluye textos de género narrativo, poético y dramático representativos de distintas épocas literarias de España y Latinoamérica, así como la literatura hispana de los Estados Unidos, y a lo largo del año se les proporciona a los estudiantes amplias oportunidades de leer, analizar críticamente y comentar dichas obras. El curso enseña a los estudiantes cómo analizar y comentar un texto literario, incluyendo la instrucción explícita de los términos literarios que necesariamente deben poder manejarse para poder realizar dicho análisis de manera satisfactoria. Toda la literatura del curso se trabaja en su contexto histórico, sociopolítico y cultural.

En la primera semana de mayo, todos los alumnos de AP Lenguaje y cultura, así como de AP Literatura y cultura, toman el examen de AP que administra el College Board. De acuerdo a los resultados de éstos, los estudiantes pueden recibir créditos de la universidad. Cada universidad decide el número de créditos que dan a los estudiantes según la puntuación obtenida en el examen de AP. Por ejemplo, en el examen de AP lenguaje, obteniendo un 5, que es la calificación máxima, los estudiantes reciben la mitad de los créditos necesarios para completar una especialidad menor en español en la universidad de Portland State.

Tradicionalmente nuestros estudiantes han tenido mucho éxito en estos exámenes. Los resultados han sido particularmente extraordinarios en los últimos años: entre los años 2014 y 2017, del 92% al 97% de los estudiantes que tomaron el curso de AP Lenguaje y cultura obtuvieron créditos universitarios, con una puntuación media de entre 3.7 y 4. Para el mismo periodo de tiempo, del 81% al 90% de los alumnos de Roosevelt que tomaron el curso de AP Literatura y cultura obtuvieron crédito universitario, con una puntuación media de entre 3 y 3.5.

This course is structured in such a way that students read and work on all the texts included on the list published by the College Board (the national organization that regulates AP courses) in its AP Spanish Literature and Culture course description. The selected textbook for the clase, Azulejo, covers all the required reading. The reading list includes narratives, poetry, and plays representative of different literary eras of Spain and Latin America, as well as Hispanic literature of the United States. Throughout the year, students are given ample opportunity to read, critically analyze, and comment on these literary works. The course teaches students how to analyze and comment on a literary text, including explicit instruction of literary terms that students must master in order to be able to complete their analyses at a satisfactory level. All the literature in this course is studied in its historical, sociopolitical, and cultural contexts.

In the first week of May, all AP Language and Culture students, as well as AP Literature and Culture students, take an AP exam administered by the College Board. According to the results of these exams, students may receive university credits. Each university determines the number of credits that will be awarded to the students according to the score obtained on the exam. For example, for the AP Language exam, students who score a 5, which is the maximum score, will receive half of the credits required to complete a Minor in Spanish at Portland State University. Traditionally, our students have been quite successful in these exams. The results have been particularly extraordinary in recent years: the number of students who took AP Language and Culture and received college credit rose from 92% in 2014 to 97% in 2017, with an average score between 3.7 and 4. During the same time frame, the number of students who took AP Literature and Culture and received college credit rose from 81% to 90%, with an average score between 3 and 3.5. \*Prerequisite, AP Spanish Language & Culture or instructor permission.

### **Lectura y escritura 9, 10, 11-12 / Foundations of Reading and Writing in Spanish 9, 10 and 11-12, Gr 9-12 (Cr. 1 WL/Elect)**

Los cursos de lectura y escritura están diseñados específicamente para estudiantes que necesiten apoyo adicional para desarrollar sus destrezas y seguir con la secuencia de cursos ofrecidos en el programa de inmersión en español. Estas clases suelen ser más pequeñas para que los estudiantes reciban más atención individualizada y puedan aprender a un ritmo más apropiado para sus destrezas y necesidades. Como en los demás cursos que ofrecemos, estos cursos se realizan 100% en español. Los estudiantes de lectura y escritura leen y estudian una variedad de textos y géneros, y tienen oportunidades constantes de desarrollar su capacidad de expresarse oralmente y por escrito.

*The Foundations of Reading and Writing courses are designed specifically for students who need additional support to develop literacy skills and follow the sequence of courses offered by the Spanish Language Arts department. These courses tend to have smaller class sizes so that students receive more individualized attention and can learn at a pace tailored to their skill level and needs. Similar to the other courses we offer, the Foundations of Reading and Writing courses are conducted 100% in Spanish. Students in Foundations of Reading and Writing read and study a variety of texts and genres, and have constant opportunities to develop their abilities to express themselves orally and in writing \*Prerequisite, Speak spanish with native level fluency.*

## Career & Technical Education (CTE)

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Intro to Engineering / Design Intro to Carpentry Intro to Communications Computer Science 1-2	Intro to Engineering / Design Principles of Engineering Intro to Carpentry Intermediate Carpentry Intro to Construction Architectural Design Intro to Communications Digital Photography 1 Media Studies Graphic Arts Video Production/Filmmaking Publications Robotics 1-2 Animation 1-2: Intro Computer Science 1-4	Intro to Engineering / Design Principles of Engineering Intro to Carpentry Intermediate Carpentry Intro to Construction Architectural Design Intro to Communications Digital Photography 1 Media Studies Graphic Arts Video Production/Filmmaking Publications Robotics 1-4 Animation 1-2: Intro Computer Science 1-6	Intro to Engineering / Design Principles of Engineering Intro to Carpentry Intermediate Carpentry Intro to Construction Architectural Design Intro to Communications Digital Photography 1 Media Studies Graphic Arts Video Production/Filmmaking Publications Robotics 1-6 Animation 1-2: Intro Computer Science 1-8

Career and Technical Education (CTE) offers high school students cutting edge, relevant, rigorous classes that prepare them for post-secondary opportunities and high-wage, high skill and high-demand jobs.

### **Intro to Education, Gr 11-12 (Cr. 1 CTE/Elect)**

The education program takes students through a critical examination of the social, political, and cultural foundations of education; current manifestations of structures, systems and expectations in education as they relate to equity; the connection between current educational theory and how that translates into teacher instruction; how to create and implement effective lessons; and a school based practicum with professional mentoring and teaching experience. The practicum and mentorship program occurs during the last quarter for first year students and the entire year for second year students. \*Prerequisite, none.

### Construction Technology

#### **Intro to Carpentry, Gr 9-12 (Cr. 1 CTE/Elect)**

This course explores basic woodworking skills and techniques through project based learning. Skills and techniques discussed include: shop, and tool safety, reading a tape measure, types and characteristics of woods, finishing, shop and tool maintenance, and basic joinery. \*Prerequisite, none.

#### **Intermediate Carpentry, Gr 10-12 (Cr. 1 CTE/Elect)**

Students will learn intermediate skills in carpentry, project management, product design, overall shop maintenance, cabinetry production, and CNC manufacturing through project based learning. Students will also explore career opportunities that use these skills. Students will also earn a certificate of basic skills from the Pacific Northwest Carpenters' Institute. \*Prerequisite, Intro to Carpentry.

#### **Architectural Design, Gr 10-12 (Cr. 1 CTE/Elect)**

This class emphasizes applying the elements of art and principles of design and provide study of their application in architectural design problems. This course helps students analyze and use design principles in

their architectural design work. It may include a study of the history of architectural design, aesthetic issues, roles and functions, and instruction in the critique process. \*Prerequisite, Intro to Carpentry.

### **Intro to Construction, Gr 10-12 (Cr. 1 CTE/Elect)**

This course explores several industry vocations, including carpentry, masonry, pipe-laying, plumbing, excavation, electrical, roofing, insulation, and landscaping, as well as the basic skills and techniques needed to be successful in that career field. Such skills and techniques include basic construction math, plan reading, jobsite and tool safety, industry vernacular, and industry specific skills. \*Prerequisite, Students need to be 16 years or older to enroll in this class & Intro to Carpentry.

## Computer Science

### **Animation 1-2: Intro, Gr 10-12 (Cr. 1 CTE/Fine Arts)**

Animation courses focus on the elements of art and principles of design as applied to two- or three-dimensional animation. These courses emphasize interactive use of drawing and design fundamentals, storyboarding, composition and imaging, shadows/shades, audio and sound creation, and editing. Courses may also include a study of the history of animation, aesthetic issues, roles and functions, and instruction in the critique process. \*Prerequisite, none.

### **Computer Science 1-2, Gr 9-12 (Cr. 1 CTE/Elect)**

Students will explore programming concepts while creating animations, video games, websites, mobile apps and Arduino circuits. Programming concepts such as variables, loops, syntax, input/output, and user interface design and problem solving will be covered. Programming languages such as Scratch, Javascript, HTML5, and CSS will be introduced. No previous programming experience required. \*Prerequisite, none.

### **Computer Science 3-4, Gr 10-12 (Cr. 1 CTE/Elect)**

Students will build on the foundations from CS 1-2 and continue to explore variables, if/then statements, while loops, for loops, arrays, algorithms, functions, as well as new concepts such as testing/debugging, version control, the software life-cycle, and team software development will be covered. \*Prerequisite, completion of CS 1-2 or teacher approval.

### **Computer Science 5-6, Gr 10-12 (Cr. 1 CTE/Elect)**

Computer Science 5-6 continues the programming skills learned in CS 3-4. Students will choose from a variety of projects including apps, games, websites, and microprocessors to dive deep on for the entire year. Students will complete one or two portfolio ready projects through the year. Project management practices in collaboration with students in the CS 3-4 class will be included. \*Prerequisite, CS 3-4 or teacher permission.

### **Computer Science 7-8, Gr 10-12 (Cr. 1 CTE/Elect)**

Computer Science 7-8 will ask students to create a capstone project to show their knowledge of their programming skills and understanding of the topic. Students will complete one or two portfolio ready projects through the year. Project management practices will be stressed. \*Prerequisite, CS 5-6 or teacher permission.

## Engineering

### **Engineering Design (IED), Gr 9-12 (Cr. 1 CTE/Elect)**

Engineering Design offers students experience in solving problems by applying a design development process. Often using solid modeling computer design software, students develop, analyze, and test product solutions models as well as communicate the features of those models. \*Prerequisite, none.

### **Robotics 1-2, Gr 10-12 (Cr. 1 CTE/Elect)**

Robotics develops and expands students' skills and knowledge so that they can design and develop robotic devices. Topics covered in the course may include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers. \*Prerequisite, Engineering Design.

**Robotics 3-4, Gr 11-12 (Cr. 1 CTE/Elect)**

Robotics 3-4 provides a rigorous exploration into multiple engineering concepts related to robot control. Possible areas of focus include aerial drone control, animatronic design, and vision sensing. Students will also have the option to compete in a statewide robotics tournament. \*Prerequisite, Robotics 1-2.

**Principles of Engineering, Gr 10-12 (Cr. 1 CTE/Elect)**

Principles of Engineering provides students with an understanding of the engineering/technology field. Students typically explore how engineers use various technology systems and manufacturing processes to solve problems; they may also gain an appreciation of the social and political consequences of technological change. \*Prerequisite, Engineering Design.

## Digital Media

**Intro to Communications, Gr 9-12 (Cr. 1 CTE/Elect)**

This elective course will help you become more media literate as we study the role of digital media in our lives. This course looks into the history of the ever-growing and changing world of mass media. Students will explore how media impacts our personal lives, American culture and global community. Course topics include the exploration of the role that media has in society through journalism, social media, advertising, television, photography, the internet, public relations, film, video production and media design. Students will demonstrate an understanding of technical skills related to journalistic writing and interviewing, photojournalism, website development, electronic communications, and the ethical and legal issues related to technology in media and communications. Students will engage in a series of multimedia hands-on journalism-related activities, such as news writing, website blogging, interviewing, photography, video production and filmmaking. \*Prerequisite, none.

**Digital Photography 1, Gr 10-12 (Cr. 1 Fine Arts)**

Photography courses provide students with an understanding of photographic media, techniques, and processes. These courses focus on the development of photographic compositions through manipulation of the elements of art and principles of design. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects. \*Prerequisite, none.

**Media Studies Publications 1-2, Gr 10-12 (Cr. 1 Fine Arts)**

Welcome to the world of digital storytelling! The Roosevelt publications team is a creative, hard working, independent group of students who are passionate about the importance of telling our community's stories. Explore video, photography, audio and print mediums, as well as in-depth, investigative and creative storytelling methods. We are young journalists who believe student voice needs to be a part of the conversation. \*Prerequisite, Intro to Communications.

**Graphic Arts, Gr 10-12 (Cr. 1 Elect)**

Visual Communications Design courses emphasize applying elements of art and principles of design through the exploration of the purposeful arrangement of images, symbols, and text to communicate a message. These courses may investigate the influence and role of computers in creating these messages. Visual Communications Design courses present a historical and contemporary view of visual communications design and provide instruction in the critique process. \*Prerequisite, none.

**Video Production & Filmmaking, Gr 10-12 (Cr. 1 Fine Arts)**

Students will produce a series of short videos and films using Digital Media equipment including Video Cameras, DSLR's and editing computer software. Students will develop an understanding of the three stages of Video Production in industry including pre-production, production and post-production. Emphasis is placed on developing fictional narrative as well as non-fiction storytelling skills and understanding the importance of story structure in the creation of video and film production. Students produce, write, shoot, and edit video assignments. Work will be screened and critiqued in the classroom. \*Prerequisite, none.

## Visual and Performing Arts

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	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Visual Arts</b>	Beginning Art 3-D Ceramics	Intermediate Art Ceramics/Sculpture: Interm Animation 1-2: Intro	Advanced Art Ceramics/Sculpture: Interm Animation 1-2: Intro	Advanced Art Ceramics/Sculpture: Advanced Animation 1-2: Intro
<b>Theatre Arts</b>	Beginning Theatre Stage Craft Exploring Concepts of STEM	Beginning Theatre Intermediate Theatre Theatre Production & Mgt 1-2 Stage Craft	Beginning Theatre Intermediate Theatre Advanced Theatre Theatre Production & Mgt 3-4 Stage Craft	Beginning Theatre Intermediate Theatre Advanced Theatre Senior Theatre Theatre Production & Mgt 5-6 Stage Craft
<b>Music</b>	Band 1-2 Guitar / Keyboard Beginning Choir	Band 1-2 Advanced Band Jazz Band Guitar/Keyboard Beginning Choir Advanced Choir	Band 1-2 Advanced Band Jazz Band Guitar/Keyboard Beginning Choir Advanced Choir	Band 1-2 Advanced Band Jazz Band Guitar/Keyboard Beginning Choir Advanced Choir

As the visual and performing arts department, we believe that ALL arts (art, dance, media arts, music, and theatre) are academic and vital to EVERY student in their preparation for their lives past high school, including college and career. Once students complete their matriculation, we want students to:

- Be aware of arts as a legitimate career-path and/or its influence on other career choices.
- Engage in critical thinking on a variety of levels in Bloom's taxonomy.
- Feel empowered to showcase their own creative voice as a developing artist.
- Experience intellectual and emotional growth.
- Demonstrate the skill and knowledge required to participate in the professional arts community.

Active engagement in the arts benefits every student. The visual and performing arts department offers disciplines of art, music, and theatre arts to create a well-rounded educational experience for college and career readiness with the intellectual foundations as a necessary part of human development. Coursework is offered as yearlong classes and fulfill the fine arts credit for graduation. Independent study and extended opportunities are available with demonstration of higher-level coursework. Each discipline follows the national standards for creating new ways of thinking about all subject areas, performing/presenting/producing intellectual work, responding critically with deeper meaning, and connecting to the greater community and world.

## Theatre Arts - Performance

Theatre arts is the most diverse academic subject, because it incorporates every discipline. Theatre arts courses are designed to develop, support, and sustain quality educational theatre for all students through multi-level coursework, diversity of performance opportunities, connections with other theatre organizations, and involvement in thespians.

### **Beginning Theatre, Gr 9-12 (Cr. 1 Fine Arts)**

Students will explore pantomime, movement, voice, acting, character development, improvisation; make-up, costuming, history, scene study, analysis, technical theatre, and production techniques in various ways. Students have opportunities to share their progress during the year. Students will have the option of participation in Acting Showcase and Oregon Thespians NW Regional Acting Competition. \*Prerequisite, none.

### **Intermediate Theatre, Gr 10-12 (Cr. 1 Fine Arts)**

Students learn about, create, and perform both short-form and long-form improvisation; study multiple examples of children's literature for character development, setting, plot, and other literary elements; and rehearse and perform a children's theatre production to tour to local elementary schools. Attendance is standard at performances of children's theatre and one outside event: Roosevelt's Rough Rider RUCKUS, ImprovFest, Acting Showcase, Regional Acting Competition, and other venues. \*Prerequisite, Beginning Acting (Theatre 1-2) or teacher recommendation

### **Advanced/Senior Theatre, Gr 11-12 (Cr. 1 Fine Arts)**

Advanced students participate in the fall one-act production and spring Senior Shorts one-act play festival. Students do advanced monologue and scene analysis, learn various global theatre styles, and explore theatre history, including Shakespeare studies. Students are expected to participate in the Acting Showcase, Oregon Thespians Northwest Regional Acting Competition, and potentially attend the state thespian conference and/or the English-speaking Union Shakespeare Competition. Course can be repeated for serious students. PCC dual credit offered for Senior Theatre. \*Prerequisite, Intermediate Acting (Theatre 3-4); teacher recommendation.

## Technical Theatre and Design

### **Stagecraft, Gr 9-12 (Cr. 1 CTE/Elect)**

Drama and Stagecraft courses are intended to help students develop experience and skill in one or more aspects of theatrical production, but concentrate on stage craft (such as lighting, costuming, set construction, makeup, stage management, and so on). Initial courses are usually introductory in nature, while more advanced courses concentrate on improving techniques and traditions and increasing their chances of participating in public productions. These courses can be repeated with instructor permission. \*Prerequisite, none.

### **Theatre Production & Management 1-6, Gr 10-12 (Cr. 1 CTE/Elect)**

Theatrical Production and Management courses prepare individuals to control and direct the planning, design, preparation, and production of theatrical performances. Course content may include instruction in theatrical design, program management, dramatic production, rehearsal management, personnel management and casting, actor coaching, directing concepts and techniques, theatre history, scene work, script interpretation, business management, marketing, public relations, and communication skills. This course can be repeated with instructor permission. \*Prerequisite, Stagecraft.





## Music

Music study promotes the development of well-rounded successful individuals who positively contribute to society. The study of music provides opportunities for teamwork, instills pride, and gives students a sense of personal accomplishments. Involvement in music stimulates brain activity and positively impacts students in other academic areas. Music is art, history, science, math, and is the most universal foreign language. The study of music improves thinking, self-discipline, creativity, self-esteem, and listening skills. Roosevelt music students can expect a well-rounded music education in performance, improvisation, and an overall greater appreciation of the arts.

### **Band 1-2, Gr 9-12 (Cr. 1 Fine Arts)**

Students become proficient on a band instrument. They will gain an understanding of the staff, rhythmic notation, dynamics, articulations, basic harmony, proper embouchure and band discipline and expectations. Students will perform at concerts and events. \*Prerequisite, none.

### **Advanced Band, Gr 9-12 (Cr. 1 Fine Arts)**

Essential Elements Method Book 2 will be the primary foundation guiding the curriculum. The band literature will reflect the level of difficulty of the method book. Students will engage in more performance opportunities such as concerts, band festivals and pep band music at athletic events. \*Prerequisite, Band 1-2

### **Jazz Band, Gr 9-12 (Cr. 1 Fine Arts)**

This class is for students who have at least one year of band experience. We will explore the language of Jazz in a variety of styles, ranging from swing, funk, and latin charts. It is a requirement to take advanced band in addition to this class. \*Prerequisites, 1 year band or teacher recommendation & Audition. (An audition for the class, will determine class placement in either Jazz band or Jazz Lab. Please contact Mr. Margolis to arrange an audition (jmargoli@pps.net). These classes will attend 2 to 4 jazz festivals per year.) \*Prerequisite, Band 1-2 or Instructor approval

### **Jazz Lab, Gr 9-12 (Cr. 1 Fine Arts)**

Small Ensemble courses help students perform a variety of musical styles, in this case jazz. At the same time, these courses help cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, percussion instruments, and/or electronic. Courses typically range in size from 2 to 20 performers. \*Prerequisite, Jazz Band or Instructor approval

### **Strings, Gr 9-12 (Cr. 1 Fine Arts)**

Strings courses provide students an introduction to and refine the fundamentals of music and string instrument techniques and may include more advanced techniques. These courses teach students the appropriate care, handling, and maintenance of musical instruments. Formal and informal performances are included as part of string instrument instructional programs. \*Prerequisite, none

### **Guitar / Keyboard, Gr 9-12 (Cr. 1 Fine Arts)**

Learn to improve your skills and collaborate with other musicians in specialized instruction. \*Prerequisite, 1 year band or teacher recommendation.

### **Beginning Choir, Gr 9-12 (Cr. 1 Fine Arts)**

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts. \*Prerequisite, none.

### **Advanced Choir, Gr 10-12 (Cr. 1 Fine Arts)**

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts. \*Prerequisite, Beginning Choir.

## Visual Arts

The mission of visual arts courses at Roosevelt High School is to provide rigorous, professionally-led, standards based curriculum to all students. We strive to develop student abilities to create, understand, and appreciate art as well as foster creative problem solving within our students using a variety of meaningful experiences. Students can work themselves from beginning through advanced art and have the option of submitting a portfolio to the AP College Board for AP credit. We also provide classes in two-dimensional art, including three levels of sculpture / ceramics.

### **Beginning Art, Gr 9-12 (Cr. 1 Fine Arts)**

Beginning Art is a prerequisite to all mid and upper division visual art courses. Students will gain experience working in several media while studying the styles of many different artists. Studio work will develop and reinforce student understanding of the elements and principles of art and design. Students will learn how to create, critique, evaluate, and appreciate works of art. Students will improve in their ability to draw from observation and use creative problem solving skills. Students will explore their own aesthetic views. Art history will be infused throughout the course. \*Prerequisite, none.

### **Intermediate Art, Gr 10-12 (Cr. 1 Fine Arts)**

Art 3-4 is a further study of art and art making techniques. In this class students will have more personal choice in their art making and expand experience with exploring history, antiques and artist statements. Students will be introduced to art making techniques and ideas and use their own creativity to execute the techniques shown. \*Prerequisite, Beginning Art.

### **Advanced Art, Gr 11-12 (Cr. 1 Fine Arts)**

Advanced Art is designed for artists who have excelled in previous art classes and want more challenge. The student will take full responsibility in this class. The student is to complete their own projects from scratch. Each student must come up with original ideas and progress through their projects to competition. The teacher will be available for reference and questions whenever needed. Students will complete eight masterpieces of artwork for each semester. \*Prerequisite, Intermediate Art.

### **3-D Ceramics, Gr 9-12 (Cr. 1 Fine Arts)**

This course is open to students who successfully completed Beginning Art. Students will explore art making techniques through three-dimensional media that include hand building in clay, wire, plaster, paper mache, cardboard, found objects, and mixed media. We will explore historical, contemporary, and cultural aspects of three-dimensional art, the elements of art and principles of design as well as beginning art criticism through discussion and writing. \$20 materials fee. \*Prerequisite, Beginning Art.

### **Ceramics/Sculpture Intermediate, Gr 10-12 (Cr. 1 Fine Arts)**

Students will continue to explore three-dimensional media covered in 3-D Ceramics through more challenging skills and concepts, including wheel throwing. Students will be responsible for further developing personal interpretations of ideas, create a series of works, and explore new processes within assignment guidelines. \$20 materials fee. \*Prerequisite, Beginning Art & 3-D Ceramics

### **Ceramics/Sculpture Advanced, Gr 11-12 (Cr. 1 Fine Arts)**

This course is open to students who successfully completed Ceramics/Sculpture Interm. Students will take personal initiative to develop a cohesive body of three-dimensional work that explores skills, themes, and concepts relevant to historical and contemporary art practices. Students will research artists, document their own process, and complete a portfolio of their work. Students must be willing to spend some time outside of class on their work. \$20 materials fee. \*Prerequisite, Beginning Art & Ceramics /Sculpture Interm.

### **Animation 1-2: Intro, Gr 10-12 (Cr. 1 Fine Arts/CTE)**

Animation courses focus on the elements of art and principles of design as applied to two- or three-dimensional animation. These courses emphasize interactive use of drawing and design fundamentals, storyboarding, composition and imaging, shadows/shades, audio and sound creation, and editing. Courses

may also include a study of the history of animation, aesthetic issues, roles and functions, and instruction in the critique process. \*Prerequisite, none.

## **ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

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AVID (Advancement Via Individual Determination) is an international program designed for students who are underrepresented at 4-year universities. This elective course involves preparing students for college and rigorous high school courses such as honors and AP. Ninety-five percent of students who complete at least three years of AVID enter college, and 60 percent of AVID graduates enter four-year universities. Students benefit from additional tasks that promote critical literacy, field trips to colleges around the state (and potentially out of state), study skills, and career research. Weekly in class tutorial, led by AVID tutors, who are generally college students, work with small groups and challenge them to think at deeper levels about their course material. At the junior and senior levels, students continue this work, and prepare for college, scholarships, and financial aid applications with the support of the teacher. All students participate in AVID Survey and then must meet requirements to continue in AVID. Students who are motivated and determined to do well in high school and college should apply.

### **9th Grade Seminar, Gr 9 (Cr. 1 Elective)**

This course is designed for the 9th grade students to harness their full potential as thinkers and leaders. Students will develop and understanding of their own unique strengths and abilities, gain knowledge of valuable skills such as communication, teamwork and problem solving. They will explore a variety of post-secondary options, including college and career. Students will receive opportunities to attend various field trips and hear guest speakers, participate in mindfulness workshops and learn appropriate use of social media. \*Prerequisite, none.

### **AVID 10/11/12, Gr 10-12 (Cr. 1 Elective)**

AVID is an elective class offered to students who would like to prepare for four-year universities or other post-secondary opportunities. The focus of 10th grade AVID is career research and readiness. In 11th grade, students focus on college and scholarship research. 12th grade is primarily for college applications, scholarships, FAFSA and ORSAA. At all grade levels, AVID students commit to keeping a planner and organized binder; participate in AVID tutorials and take Cornell notes in all academic classes. \*Prerequisite, 2 semesters of AVID Survey (C or better) and maintain a 2.0 cumulative GPA

### **Peer Tutor AVID, Gr 11-12 (Cr. 1 Elective)**

AVID tutors will work in 9<sup>th</sup> or 10<sup>th</sup> grade AVID classes as peer tutors running tutorial groups and assisting students in organization, study skills and general AVID curriculum. Students will receive a letter grade for this class. \*Prerequisite, current AVID student.

### **Senior Seminar, Gr 12 (Cr. 1 Elective)**

Senior Seminar is for 12<sup>th</sup> grade students not already in AVID, who want help in applying for colleges and scholarships. Students will be expected to have and use a planner, participate in weekly organization checks, participate in class discussions, and build other college going skills. \*Prerequisite, none.

# Special Education Courses

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The Roosevelt High School special education department assists students who have Individualized Education Plans (IEPs). Services include improving skills in reading, writing, math, emotional/social and behavioral growth. Additional services include physical adaptations for motor impairments, speech and language difficulties and vocational and community training. Placement is determined by the IEP team for those students who have specialized instruction identified on their IEPs. These classrooms include learning centers as well as self-contained intensive skills classrooms. The case manager will communicate with parents/guardians the appropriate courses determined by the student's IEP.

- **Learning Center Classrooms:** Students receive specialized academic instruction in areas designated on their IEP, particularly in math, reading, writing, communication and study skills. Students are also supported and monitored in general education classes for academic progress, attendance, and behavior. Learning center teachers collaborate with general education teachers to promote academic success.
- **Intensive Skills Classrooms:** Students receive explicit instruction in the skills required for community living which are based on the student's IEP. The classroom focuses on general community functioning, daily self-management, career education and academic support to assist the student in the future.

## **Academic Support , Gr 9-12 (Cr. 1 Elective)**

This class is taught by a special education instructor and is designed to allow students the classroom structure to work on reading, math, organization, and writing using their content class materials. There is educational support and guidance from the instructor.

## **Social Development, Gr 9-12 (Cr. 1 Elective)**

This class is intended to support students in setting priorities with coursework toward maximizing their grade and learning potential in courses Standard for graduation. Social Skills will be developed and practiced through participation in lessons combining the major themes of Community, Communication, Ethics and Healthy Habits. Students' individual core class curriculum will be used in the delivery of instruction in academic areas prescribed by their IEP.

## **Unified PE, Gr 9-12 (Cr. 1 Elective)**

This is not your typical PE course! Unified Physical Education is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. This course focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships.

## **Social Skills, Gr 9-12 (Cr. 1 Elective)**

This is a social and study skills class, co-taught by a learning center or special education teacher and a speech language pathologist, is designed for students with challenges around social cognition and executive functioning. Instruction emphasizes understanding social nuances, social/communication skills necessary for school success, organizational skills, and teaching around self-advocacy. Instructors facilitate communication between students and content teachers, and support general education skills in accommodating curriculum as needed.

## **Transitional Skills, Gr 9-12 (Cr. 1 Elective)**

This course will focus on the skills needed in order to transition successfully from high school to work and life in the community. Students will be able to demonstrate knowledge and skills in the areas of social skills, daily living, recreation and leisure and community safety.

**Daily Living, Gr 9-12 (Cr. 1 Elective)**

This course will focus on the skills that highly impacted students need in order to transition successfully from high school to work and life in the community as well as self care. Students will be able to demonstrate knowledge and skills in the areas of functional daily living routines, personal safety and basic communication skills.

**Basic Lang. Arts, Gr 9-12 (Cr. 1 Elective)**

This course is IEP driven. Students are working significantly below grade level. Credit will be applied to alternative diploma options. Students will be working on phonemic awareness, listening comprehension, sight word recognition and vocabulary development. Students will be practicing functional writing skills which are differentiated to their academic level.

**Basic Math, Gr 9-12 (Cr. 1 Elective)**

This course is IEP driven. Students are working significantly below grade level. Credit will be applied to alternative diploma options. Students will be working on functional math skills such as time recognition and management, money recognition and management and real world math problems.

**Vocational Skills, Gr 9-12 (Cr. 1 Elective)**

This course will focus on the skills needed in order to transition successfully from high school to work and life in the community. Students will be able to demonstrate knowledge and skills in the areas of occupational skills, social skills, work readiness and functional math related to employment.

# Elective Courses

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## **Intro to Leadership, Gr 9-12 (Cr. 1 Elective)**

Roosevelt's leadership program focuses on building classroom community and personal relationships while identifying and developing each student's personal leadership style and skills. This course is based on social and emotional learning theory. Students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Students develop leadership skills by engaging in a number of classroom activities, discussions, assignments and challenges that focus on leadership, communication, problem solving, decision-making, group processing and planning, evaluation and responsible citizenship. \*Prerequisite, none.

## **Advanced Leadership, Gr 11-12 (Cr. 1 Elective)**

This course focuses on developing the student's personal leadership style while serving in a leadership capacity in the school. Students are accepted into this full year class by spring term student election, or completing a full year of Intro to Leadership and submitting an application to the activities director. Students taking this course must display R.I.D.E.R leadership qualities at all times and dedicate themselves to creating an inclusive and supportive Roosevelt community through school activities. This course requires hours outside of the classroom to complete classroom committee tasks and responsibilities. This course develops an understanding of leadership as a theory and as a practice by planning and implementing assemblies, forums, school wide activities and events, etc. Student elected officers are automatically enrolled for a full year. Students are expected to maintain a 2.75 GPA, represent the school values, have excellent attendance and behavior in all classes as well as being a positive student of influence and role model. \*Prerequisite, Student Body Elections or Intro to Leadership & complete application.

## **Mindfulness, Gr 9-12 (Cr. 1 Elective)**

Mindfulness, Taking Care of Yourself, Each Other, and the World

What does it mean to be the master of your own mind? In this class you'll explore that question and learn tools you'll use the rest of your life. We'll learn mindfulness skills to work with stress and strong emotions like anger and anxiety. We'll learn to focus and recharge with meditation. We'll explore the limitations caused by societal norms and conditioning. We'll increase flexibility with mindful movement. We'll create a strong community of people who support each other. \*Prerequisite, none.

## **Business: Intro, Gr 9-12 (Cr. 1 Elective)**

Students will participate in management and daily operation of the student coffee cart and will be accountable for the profits and losses when they occur. Activities include buying, inventory control, pricing, display, cashiering, sales, customer service, management, employee training and accounting. In addition, students will receive a food handlers permit and be trained to pass the requisite exam for SCA Barista certification. Possible expansion could include expanding the cart to a student store to sell RHS swag and apparel. \*Prerequisite, Algebra 1-2.

## **Business / Entrepreneurship, Gr 10-12 (Cr. 1 Elective)**

Students work in small, specialty-designated teams to create a product and develop a business to bring the product to market. Students will write business plans, conduct market research, and use the design cycle to prototype and improve their product. Students will also develop sales channels, web design, marketing and promotion materials, and logo designs. \*Prerequisite, Algebra 1-2.

## **Marketing / Technology, Gr 9-12 (Cr. 1 Elective)**

An introductory course in marketing analysis with heavy emphasis on computer use. Students will develop skills in typing, file management, data management, cloud computing and proficiency in various software programs including Microsoft & google. \*Prerequisite, none.

## **Science Lab Assistant, Gr 10-12 (Cr. 1 Elective)**

Science Lab Assistant offers students the opportunity to assist instructors in preparing, organizing, or delivering course curricula. Students may provide tutorial or instructional assistance to other students and may serve as laboratory assistants. \*Prerequisite, Freshman Physics & Teacher Recommendation

### **Academic Allies: Math / Science / Spanish, Gr 10-12 (Cr. 1 Elective)**

Students have the opportunity to peer mentor and assist in teaching coursework in the 9th grade science or math classroom. Students who choose this course should have strong academic skills and have the desire to help build the academic skills of younger students. This is a great course for students who enjoy doing community service or thinking about becoming a teacher. Coursework involves a commitment to attend a training, and meetings once a quarter during the school year with the academic ally coordinator and/or teacher(s). Academic allies will be taught effective classroom strategies to assist teachers with general classroom activities, help small groups of students, and work one-on-one with individual students. Please list a focus area on the forecast sheet: science, math, or Spanish. \*Prerequisite, Teacher recommendation and/or grades of A or B in focus area (science, math, or Spanish). May be repeated for credit more than once.

### **Library/Media Assistant, Gr 11-12 (Cr. 1 Elective)**

Students will be taught to assist in all aspects of library operations, information literacy, technical support, and library collection maintenance. Student tasks include but are not limited to: cleaning tables and shelves, daily book shelving, processing books, repairing books, and circulating books. Students may be asked to assist other students in catalog searches and locating materials. Students will benefit from the experience of on-the-job training. \*Prerequisite, Media Specialist approval.

### **Office Assistant, Gr 11-12 (Cr. 1 Elective)**

Offices include the main office, counseling center and attendance office. Attendance is of utmost importance when you work in the offices. Duties include answering phones, sorting and delivering mail, signing for and delivering packages, and working on many other projects as assigned. If there is no work for you at any given time, you may use your time in the office as a study hall.

### **Essential Skills-Reading & Writing, Gr 12 (Cr. 1 Elective)**

This course is designed for 12<sup>th</sup> graders that need to pass skills in reading and/or writing. The course is self-paced. Students will receive instruction and support in completing reading and/or writing work samples. When students successfully pass their essential skills on reading and writing, they will have shown proficiency and can exit the class.

### **Creative Writing & Storytelling, Gr 11-12 (Cr. 1 Elective)**

Do you enjoy telling, hearing, reading, and writing stories? Would you appreciate the space and time to develop your storytelling skills and be in a classroom with others who enjoy writing? If you answered yes to these questions, then this is the class for you. Throughout the year, you'll learn the craft of writing creatively and powerfully by reading and discussing the works of others and trying on new techniques. You'll also have your writing read by an audience of your peers and critiqued in a supportive classroom environment.

### **Healthy Transitions, Gr 11-12 (Cr. 1 Elective)**

This class features education around skills required for the next phase of a student's life; that of an adult. The skills featured in this class are the ones that students are craving to learn, practical hands-on life skills. The how-to's of this class can be divided into 4 categories: household activities, financial literacy, planning for the future and communication.

### **Climate Justice / Climate Change, Gr 11-12 (Cr. 1 TBD)**

In this interdisciplinary elective course, students will explore the topic of climate change and climate justice through both a science and social studies lens. This will be the pilot year of this groundbreaking course. The course will be developed over the spring and summer of 2020-21 school year by site-based student and educator teams, in collaboration with frontline communities, and other stakeholders. For the inaugural year, the course will be able to serve as both elective credit and as a .5 science credit recovery course. There is the possibility that it will also be able to serve as .5 social studies for EAL credit recovery. Because this course will be designed over the summer by teams from each high school, this course description cannot give more specific detail.

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## NCAA Division I Initial-Eligibility Requirements

### Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
    - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. *Test scores on transcripts will not be used.***

### Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements <i>*Athletics aid, practice, and competition</i>	
•	16 core courses <ul style="list-style-type: none"> <li>◦ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.               <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation.</li> </ul> </li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements <i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> <li>◦ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.



# Athletics Department Policies

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## Academics and Athletic Eligibility

The student athletes at Roosevelt High School must follow the requirements established by the Oregon School Activities Association (OSAA) and the Portland Interscholastic League (PIL). The PIL sets minimum GPA requirements in order to participate in athletics at a Portland Public High School.

In order to be eligible as per OSAA rules, a student must have passed five classes during the semester prior to the beginning of the sports season. For example, a student athlete must have passed five classes during the spring semester (2018-19 school year) to be eligible for a fall sport (i.e. football, volleyball, soccer).

The OSAA also required that each student be "On Track to Graduate." At the end of each school year students must have a minimum number of credits posted to their transcript. Minimum number of credits by the end of the year:

Freshman	4.5 credits
Sophomore	10 credits
Junior	17 credits

The failure to earn the required minimum credits would mean that the student athlete would be ineligible to participate in athletics for the entire school year.

Portland Public Schools requires PPS student athletes to maintain a GPA of 2.0 with no Fs, or a GPA of 2.5 with one F per quarter. Any student athlete will be placed on academic probation if they are below their required standards. Please note that no student may be on academic probation for two consecutive quarters and remain eligible for athletics.

During any time that a student is not academically eligible, they may continue to be proactive with their team, but they may not "suit up" (be in uniform) or represent their school in competition.

# Contact Information for Roosevelt High School

Roosevelt High School – 6941 N. Central, Portland, OR 97203  
Main Office: 503-916-5260  
Attendance Line: 503-916-5130  
Website: <http://www.pps.net/schools/roosevelt/>

Principal: KD Parman [KParman@pps.net](mailto:KParman@pps.net)  
Vice Principal: Dan Malone [dmalone@pps.net](mailto:dmalone@pps.net)

## School Counselors, College Counselor, and Career Coordinator

Name	
Elsa Tellez-Gomez	
Jennifer Reeves-Eisbach**	

Kelsey Porter	
Laurel Audapell	
Raisa Puchalski	

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\*\* College Counselor  
++ Career Coordinator

Portland Public Schools Nondiscrimination Statement: Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

If you believe you have been treated unfairly because of your race, color, national origin, gender or sexual orientation, religion, disability, or other category you should contact you should contact Roosevelt compliance officers: Principal KD Parman or Vice Principal Dan Malone at 503-916-5260.

You may also contact:

Senior Director of High School Systems: Joe LaFontaine – 503-916-6542

High School Programs Director: Elisa Schorr - 503-916-3487

Program Administrator Student Support, Health & Wellness: James Loveland – 503-916-5460

American Disabilities Act Contact: Human Resources – 503-916-3544

Board of Education Policy 1.80.020-P