

RHS ACADEMIC

MINI

GUIDE

2021 - 2022





PORTLAND PUBLIC SCHOOLS.

ROOSEVELT HIGH SCHOOL

6941 N Central Street, Portland OR 97203

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DEAR ROOSEVELT COMMUNITY,

I am always excited to think about classes for next year. Our teachers have worked to create videos to give students and families information about their department and course offerings. If you haven't checked out those videos - I urge you to check a few out as you make your decisions for courses for next year. As with everything this year, we are going to be doing forecasting a little differently. Students - grades 9 to 11 - will be selecting their courses online. Make sure you are selecting courses that meet graduation requirements, and also make sure to take courses that challenge you and that you are interested in. Next year, our enrollment will continue to grow. With our growing enrollment, we are able to offer so many more courses in Career/Technical Education, visual arts, and performing arts. I am so excited for students and families to review this information and find classes that are the right fit for you. If you have questions, reach out to your counselor.

Go Riders!

KD Parman
Principal





Dear 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 9th through 11th 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 January 2021. 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,

Elisa Schorr
High School Area Senior Director



Estimados estudiantes y familias de preparatoria,

El establecimiento de una agenda de cursos que optimice las oportunidades de aprendizaje es fundamental para el éxito de su estudiante. Tómense un tiempo por favor para revisar los materiales de su escuela para la programación de las asignaturas a tomar y colaboren con su estudiante para armar un horario completo, que se ajuste a las necesidades e intereses de su estudiante.

¿Cuáles serían las metas de una agenda cuidadosamente planificada?

- Preparación para la universidad o para seguir una carrera
- Exponerse a materiales académicos rigurosos
- Oportunidad de explorar una gran variedad de electivos
- Un expediente académico que sea competitivo para postular a las universidades
- La opción de asegurar un apoyo extra en áreas académicas que se le dificulten
- Oportunidad de ganar créditos universitarios, reduciendo los costos de educación superior
- Preparación para los exámenes de ingreso universitario (SAT y ACT)

La regla administrativa Oregon Administrative Rules 581-022-1620 exige que la mayoría de estudiantes tomen el máximo de cursos. Todos los grados del 9^{no} al 11^{ro} deberán estar inscritos en un horario completo. Esta oportunidad alistarán a los estudiantes para obtener el diploma de la preparatoria y los preparará para el contenido universitario, y, los ayudará a lograr intereses vocacionales y extra-curriculares. Es importante el tomarse el tiempo ahora para programar sus clases en una agenda u horario que refleje de la mejor manera sus intereses y aspiraciones. Es difícil enfatizar suficientemente que el aprovechamiento de estos años incrementan las posibilidades del éxito después de la preparatoria, ya sea que planeen ustedes ir a la universidad o el seguir otras opciones post secundaria después de la graduación de la High School.

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en enero de 2021. Conforme avancen en el proceso de registrarse, consulten ustedes con su consejero estudiantil de la escuela con respecto a las preguntas que tengan sobre la disponibilidad de cursos y el procedimiento de planificación de la agenda de cursos o "forecasting". Ellos son una muy buena fuente de información.

¡Les deseo lo mejor para el siguiente año escolar!

Sinceramente,

Elisa Schorr

Supervisora de Escuelas Secundarias

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School Counselors & Program Opportunities

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	Kevin Nguyen	Kelsey Porter	Jennifer Reeves-Eisbach	Elsa Téllez-Gómez

PPS Diploma Requirement

Subject Area	Credits
English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Career & Technical Ed, The Arts or 3rd years of the same World Language	1
Electives	6
Total Credits	24
Other Requirements	
Meet district proficiency for Oregon’s Essential Skills (ES) standards in Reading, writing, speaking/listening, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork	
Develop a Personal Education Plan & Profile: This helps to guide students in pursuing their personal, academic and career interests, and post-high school goals	
Participate in two Career Related Learning Experiences	
Complete an Extended Application: 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.	

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.

Roosevelt High School Four-Year Plan

The following is an example of a Roosevelt High School student's course schedule from 9th to 12th grade.

 9th	10th	11th	12th	
English	English 1-2	English 3-4 AP English Lang	English 5-6 AP English Lit AP English Lang	English 7-8 Multicultural Lit PSU Inquiry AP English Lit AP English Lang
Math	Algebra 1-2 Geometry 1-2	Geometry 1-2 Adv Algebra 3-4	Adv Algebra 3-4 Financial Algebra Pre-Calculus AP Calculus AB	Financial Algebra College Alg: Math 111 AP Calculus AB AP Calculus BC
Science	Physics: NGSS	Chemistry: NGSS Biology: NGSS (only concurrent with Chemistry)	Biology: NGSS Env Science AP Chemistry AP Biology Physics	Env Science Physics AP Chemistry AP Biology AP Physics
Social Studies	n/a	Global Studies	US Ethnic Studies AP US History	Govt/Econ AP US History PSU Inquiry
Other	9th Grade Seminar World Lang 1-2 Lengua y Lit 5-6 PE Fine Art/CTE Elective(s)	Health World Lang 3-4 Lengua y Lit 7-8 Fine Art/CTE Elective(s)	World Lang AP Spanish Lang Fine Art/CTE Elective(s)	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

[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.

Most AP courses at Roosevelt are determined by successful completion of prerequisite courses, and some depend on what grade you are in. Be sure to look at the ICG carefully to understand what each prerequisite is. Be sure and take advantage of talking to your current teacher and counselor to help you make this important decision.

Content Area	AP Course
English Language Arts	AP English Language
	AP English Literature
Mathematics	AP Calculus AB
	AP Statistics
Science	AP Biology
	AP Chemistry
	AP Environmental Science
Social Studies	AP US History
World Language	AP Spanish Language
	AP Spanish Literature

**Enrollment in an AP course is not required to sit for an AP exam.*



Empower yourselves with a good education, then get out there and use that education to build a country of your boundless promise - Michelle Obama

When we study together, we learn together, we work together, and we prosper together- Barack Obama



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.




Roosevelt High School is proud to offer six different state approved programs of study in Career Education that help students develop the technical skills, academic knowledge and real-world experiences to prepare them for the high-skill, high-demand, high-wage careers of the 21st century and informed choices about their post secondary options. These courses help students make informed choices about their post secondary plans.

Students are encouraged to complete one CTE course as part of their graduation requirements (*see four year plan worksheet*). Many students complete a program of study. Programs of study offer a variety of networking opportunities to help launch students into a career post high school. Students who complete a program of study are recognized at graduation. It is also noted on their final high school transcript.


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.

CTE Programs of Study	Courses	Grade
Business Management	Business Management 1-2	9 - 12
	Sports & Entertainment Marketing	10 - 12
	Entrepreneurship	10 - 12
	Business Leadership and Philanthropy	10 - 12
Computer Science	3D Animation for Video Games	10 - 12
	Computer Science 1-2	9 - 12
	Computer Science 3-4	10 - 12
	Computer Science 5-6	10 - 12
	Computer Science 7-8	10 - 12
Construction Technology	Architectural Drawing	10 - 12
	Intro to Carpentry	9 - 12
	Intermediate Carpentry	10 - 12
	Intro to Construction	10 - 12
Engineering	Engineering Design	9 - 12
	Principles of Engineering	10 - 12
	Robotics 1-2	10 - 12
	Robotics 3-4	11 - 12
Media Studies/Mass Communication	Intro to Communications	9 - 12
	Digital Photography 1-2	10 - 12
	Graphic Design: Foundations	10 - 12
	Publications 1-2	10 - 12
	Video Production and Filmmaking	10 - 12
Multi-Media/Theater Arts Production	Stagecraft	9 - 12
	Theatre Production and Management	10 - 12



STAND OUT
from the Crowd

CTE & AP Students: Be more competitive
in your post secondary choices



THESE CTE PROGRAMS PAIR WELL WITH THESE AP CLASSES

Computer Science	↔	AP Statistics & AP Calculus
Construction	↔	AP Enviro Sci & AP Statistics
Engineering	↔	AP Enviro Sci & AP Calculus
Mass Communications	↔	AP English Lang & AP Statistics
Multi-Media Theater	↔	AP English Lang & AP English Lit

Dual Credit Courses at Roosevelt

Dual credit provides all eligible students the opportunity to begin to take college-level coursework that aligns with their post-high school goals and plans. Our partnerships for 2021-2022 include Portland Community College and Portland State University. Roosevelt has a well-rounded selection of courses that expose students to a wide variety of content and experiences. Please note that all credits are free of charge to the student.

What is the potential impact of dual credit on my financial aid?







All classes that earn college credit **may** have an impact on the student's financial aid and scholarships. The Federal Financial Aid (FAFSA) 150% rule applies to all students and is in place to help students stay on track to receive their college degree (2 and 4 year). Once a student has received 150% of the number of credits required to complete a degree then their financial aid is maxed out and no more federal loans are available. For example, if a student needs 90 credit hours to graduate, then they max out at 135 credit hours (90 hrs X 150% = 135 hrs).

Oregon Promise has a 90 credit limit on college credits, including any of the following:

- College credits you take while in high school or as part of a high school completion program
- College credits you take during summer term*

- College credits you take at another college or university while dual-enrolled at a community college
- College credits for courses you withdraw from or fail
- Any other college credits you attempt or complete prior to and during your time as an Oregon Promise recipient

Dual College Credit Opportunities at Roosevelt High School

Content Area	Roosevelt Course	College Course Equivalent	College / University	Number of Credits
Electives 	Advanced Theatre/Senior Theatre	PCC TH 141: Fundamentals of Acting Techniques	PCC	1
Electives 	Engineering Design	PCC ENGR 100: Exploring Engineering	PCC	1
Electives 	Principles of Engineering	PCC CMET 111: Portland Design PCC CADD 105: Digital Design & Fabrication Fundamentals	PCC	3 3
English 	Senior Inquiry	*Race & Social Justice (UNST 177/178/179f) (15) PSU	PSU	*15
Social Studies 	Senior Inquiry	*See above	PSU	*See above
Math 	Math 111: College Algebra	PCC MA 111/112: College Algebra	PCC	5

Department Preview

Each department has provided a general overview and a list of the courses that are typically available for students. Course descriptions can be found in our [Interactive Course Guide](#)- ICG for short. The table of contents includes video descriptions for many of our departments at Roosevelt High School. You can also watch these fun, helpful videos on [youtube](#).

ELECTIVES	Course Name	Grade Level
	9th Grade Seminar	9
	Academic Allies: Math, Science, Spanish	11 - 12
	Adv Leadership	10 - 12
	AVID 10	10
	AVID 11	11
	AVID 12	12
	Climate Change & Climate Justice	11 - 12
	Creative Writing & Storytelling	11 - 12
	Essential Skills: Math	12
	Essential Skills: Reading/Writing	12
	Healthy Transitions	11 - 12
	Intro to Leadership	9 - 12
	Language Arts Enrichment	9
	Library/Media Asst	11 - 12
	Mindfulness	10 - 12
	Office Asst	11 - 12
	Peer Tutor AVID	11 - 12
	Science Lab Asst	11 - 12
	Senior Seminar	12
	Yearbook	10 - 12

Elective courses at Roosevelt High School are taught by teachers from many departments! They range from Leadership, to Climate Justice, to Mindfulness, and assistant opportunities. Be sure to search for Electives in the ICG so you can see the wide variety of choices you have.

ENGLISH LANGUAGE DEVELOPMENT	
Emerging ELD 1	Come join us to learn how to listen, speak, read and write in English! English is hard, and this class will help you start to feel comfortable understanding, writing and speaking English.
Emerging ELD 2	It's time for you to deepen your English vocabulary, reading, writing and speaking skills! Pronouncing English words is hard! This class will also really encourage you to practice the English skills we learn in class. We will also explore United States events, music, food, dance and more! *Prerequisite, ELD 1 or ELPA results.
Progressing ELD 3	Maybe you are feeling more comfortable talking with your friends in English, but are still struggling with writing essays for your classes. That's ok! Take this class and spend some time practicing "academic" English. This class will help you be successful in all your classes. *Prerequisite, ELD 2 or ELPA results.
Progressing ELD 4	So, you've been learning English for four years, maybe even six years. Did you know that it can take ten years to really feel comfortable using English in an academic setting? Here in class we will continue working on our Academic English skills in reading, writing, listening & speaking. We will discuss and debate current events, read short stories, poetry, and news articles and write in various genres. *Prerequisite, ELD 3 or ELPA results.

In English Language Development courses, students focus on developing Academic English skills in the four domains; reading, writing, listening and speaking. Through leveled texts, scaffolded essays, and classroom discussions our English language learners will be supported in their journey of learning English. Placement in ELD courses is dependent on the English Language Proficiency Assessment (ELPA Summative) score the student receives and teacher recommendation.

HEALTH & PE	9th Grade	10th Grade	11th Grade	12th Grade
General Sequence	PE	Health		
Additional Course Offerings		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.

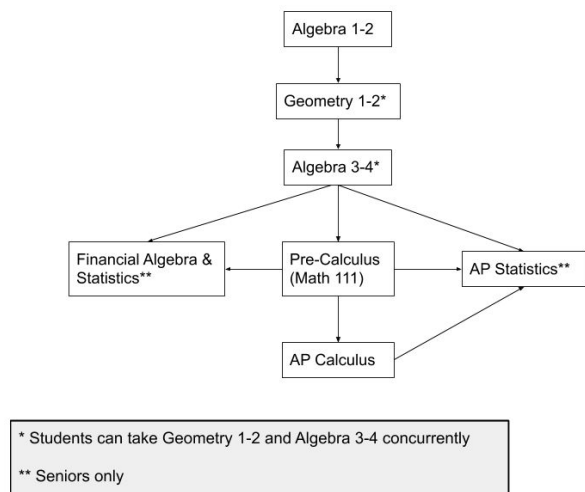
Educating our students for college, career, and community

LANGUAGE ARTS	9 th Grade	10 th Grade	11 th Grade	12 th Grade
General Sequence	English 1-2	English 3-4	English 5-6	English 7-8 Multicultural Lit
AP/Dual Credit	NA	AP English Lang & Comp	AP English Lang & Comp AP English Lit & Comp	AP English Lang & Comp AP English Lit & Comp English 7-8: Sr. Inquiry

(LA) four-year standards-aligned sequence starts with 9th grade 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. Students seeking additional opportunities to strengthen college level skills as well as the chance to earn college level credit are encouraged to sign up for AP (offered in grades 10-12) or Senior Inquiry.

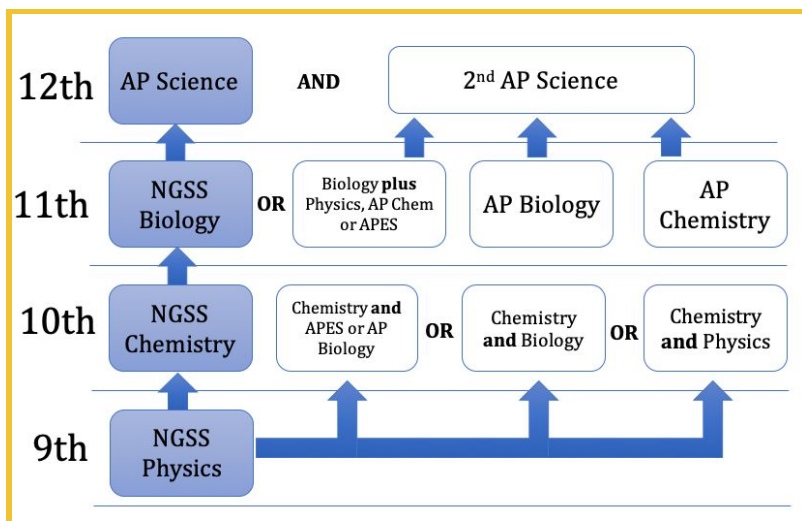
MATH	9 th Grade	10 th Grade	11 th Grade	12 th Grade	
General Sequence	Algebra 1-2	Geometry	Advanced Algebra 3-4	Financial Algebra & Statistics	AP Calculus
	Students start the math sequence based on 8th grade math classes. Students wishing to advance their math courses can be recommended by the math department 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 (MTH 111) or Financial Algebra & Statistics. 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 and/or AP Statistics, which provides an opportunity to receive college credit depending on the student's score on the AP exam.



SCIENCE	9 th Grade	10 th Grade	11 th Grade	12 th Grade
General Sequence	Physics: NGSS	Chemistry: NGSS	Biology: NGSS	
AP/Dual Credit		AP Environmental Science (APES)	AP Biology AP Chemistry AP Environmental Science (APES)	AP Biology AP Chemistry AP Environmental Science (APES)
Additional Course Offerings		Physics	Physics	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 9th graders take Physics: NGSS, followed by Chemistry: NGSS in 10th grade and Biology: NGSS in 11th 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 10th grade. Students should talk to their current Science teacher to help them make the best choice for any classes outside of the standard sequence. 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.



- 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.

SOCIAL STUDIES	9 th Grade	10 th Grade	11 th Grade	12 th Grade
General Sequence		Global Studies	US History: Ethnic Studies	Government and Economics
AP/Dual Credit			AP US History	PSU Inquiry AP US History

Additional Course Offerings	Law & Justice/Justice System Basics	Law & Justice/Justice System Basics Intro to Psychology Philosophy Law: Constitution & Civics	Law & Justice/Justice System Basics Adv Law & Justice/ Know Your Rights Intro to Psychology Philosophy Law: Constitution & Civics	Law & Justice/Justice System Basics Adv Law & Justice/ Know Your Rights Intro to Psychology Philosophy Law: Constitution & Civics
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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 the United States and beyond. 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, the 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.

SPECIAL EDUCATION	
Learning Center Classroom	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 Classroom	Students receive explicit instruction in the skills required for community living and supported employment, which are based on the student's IEP. The classroom focuses on general community functioning, daily self-management, career/post secondary education and academic support to assist the student in their future.
Social Emotional Skills Classroom (SES)	These classrooms serve students with ongoing significant social/emotional disabilities that impede their ability to benefit from general education settings. The program uses a collaborative problem solving approach and provides specially designed instruction in social skills, school success strategies, conflict resolution, and academics at the students' instructional level. Classroom environments feature clear expectations, community building, relationship building with adults and peers, positive support strategies, and encouragement. Related services are provided consistent with each student's IEP. Students have opportunities to participate in general education experiences.

The Roosevelt High School Special Education Department assists students who have Individualized Education Plans (IEPs). Services include improving skills in reading, writing, math, communication, 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 and focus classrooms. Each classroom has a case manager, who will communicate with parents/guardians and outside team members about the appropriate courses determined by the student’s IEP. In order to be enrolled in one of the following classes the student must have the prerequisite of Identification of Need; Special Education Eligibility; and/or specialized and individualized instruction IEP. IEP teams determine current type of educational placement (OAR 581-015-2250). Selection of a school site is an administrative decision. **Prerequisite: All students must be served by an Individualized Educational Plan.**

VAPA	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Visual Arts	Beginning Art Beginning Ceramics/Sculpture	Beginning Art Intermediate Art Beginning Ceramics/Sculpture Intermediate Ceramics/Sculpture Animation 1-2: Intro	Beginning Art Intermediate Art Advanced Art Beg. Ceramics/Sculpture Int. Ceramics/Sculpture Adv. Ceramics/Sculpture Animation 1-2: Intro	Beginning Art Intermediate Art Advanced Art Beg. Ceramics/Sculpture Int. Ceramics/Sculpture Adv. Ceramics/Sculpture Animation 1-2: Intro
Theatre Arts	Beginning Theatre Stagecraft 1-2	Beginning Theatre Intermediate Theatre Theatre Prod. & Mgt 1-2 Stagecraft 3-4	Beginning Theatre Intermediate Theatre Advanced Theatre Theatre Prod. & Mgt 3-4 Stagecraft 5-6	Beginning Theatre Intermediate Theatre Advanced Theatre Senior Theatre Theatre Prod. & Mgt 5-6 Stagecraft 7-8
Music	Int. Band 1-2 Beginning Jazz Ensemble Guitar / Keyboard Beginning Choir Banda Latina	Int. Band 1-2 Advanced Band Beginning Jazz Ensemble Adv. Jazz Ensemble Guitar/Keyboard Beginning Choir Advanced Choir Banda Latina	Int. Band 1-2 Advanced Band Beginning Jazz Ensemble Adv. Jazz Ensemble Guitar/Keyboard Beginning Choir Advanced Choir Banda Latina	Int. Band 1-2 Advanced Band Beginning Jazz Ensemble Adv. Jazz Ensemble Guitar/Keyboard Beginning Choir Advanced Choir Banda Latina

As the visual and performing arts department, we believe that ALL arts (art, dance, 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.

Educating our students for college, career, and community

- 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 fulfills 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: Theatre arts is active hands on learning with the most diverse academic subject, because it uses art, music, dance, business, computer science, construction, engineering, history, language, and more! 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. Performance and technical theatre skills support students with college majors/minors and/or career opportunities. For CTE students wanting to complete a Program of Study in “Theatre Production,” they must take the Technical Theatre sequence of Stagecraft courses; performance classes count as CTE electives beyond the Stagecraft requirements.

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.

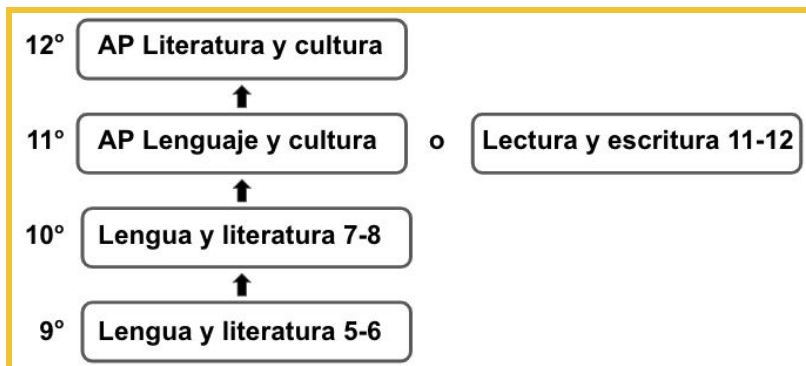
Visual Arts: The mission of visual arts courses at Roosevelt High School is to provide rigorous, professionally-led, standards based curriculum to all students. We strive to develop student abilities to create, understand, and appreciate art as well as foster creative problem solving within our students 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.

WORLD LANGUAGE	9th Grade	10th Grade	11th Grade	12th Grade
Graduation Requirement	Spanish 1-2 Japanese 1-2 Spanish 3-4* <i>*if student earned HS 1-2 credit in middle school</i>	Spanish 3-4 Spanish 5-6 Japanese 3-4		
Additional Courses			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.

Lengua y literatura en español / Spanish Language Arts: Programa de inmersión en español / Spanish Immersion



El programa de lengua y literatura en español de Roosevelt lleva más de 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 more than 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 to appropriately meet the needs and skill levels of all students enrolled in the program. Our intention and goal is to support each student in reaching the most advanced level possible during his or her time at Roosevelt.

ADDITIONAL OPTIONS FOR EARNING HIGH SCHOOL CREDIT

Pre-Ninth Grade Credit

Credit may be offered for selected academic courses taken prior to grade nine in the pre-grade nine courses meet the same, or equivalent, criteria as a high school course. Students must earn a grade of “C” or better, and enroll in the next appropriate course at the high school level. These grades will be factored into the student’s grade point average (GPA). **If a student wants a pre-high school credit removed from their transcript, they must complete the required paperwork before the end of the first semester of their freshman year.** See your counselor for more information or download and print out this form and return it to the counseling office. <https://goo.gl/D33t9s>

Other PPS Program Offerings

Students may choose to take courses or recover credits at Portland Evening Scholars or Summer Scholars. Students must plan these courses with their school counselor.

Virtual Scholars

Virtual Scholars is an on-line program supported by Portland Public Schools teachers and staff. Not all courses are available through virtual Scholars, and spaces are limited. Virtual Scholars may be available for credit recovery or for initial credit. Students and families must work with their counselor for enrollment and approval.

Credit by Exam

Any student may test for credit by examination. Limited courses are available. Visit www.pps.net/Page/2330 for more information.

Off Campus/Work Experience Learning

Portland Public Schools recognizes that student involvement in learning activities outside of school is a valuable way for students to learn and grow as lifelong learners. Elective credit can be awarded for off campus work and/or volunteer experiences. Students cannot earn more than two credits per year using off campus/work experience and cannot exceed more than six credits earned throughout their high school career. Here are the requirements:

- Students are required to submit a proposal for approval before starting.
- Students must be enrolled in the high school and the proposed program shall not infringe upon regularly scheduled classes.
- Students must maintain a 2.0 GPA
- School personnel will not directly supervise off-campus experiences.

To earn off campus/work experience credit, please see your counselor. *Off campus includes any credits earned by other, non-PP, accredited high school programs.*

Other Accredited Study Opportunities

Students may earn high school credit through independent study opportunities. Online, independent study course opportunities are available from a few different schools, universities, and organizations. **Students must get approval from their counselor before enrolling in these programs for high school credit.**

CREDIT RECOVERY OPPORTUNITIES

Portland Public Schools offers students multiple pathways to credit recovery. For more information or enrollment details, speak to your school counselor.

Credit Recovery Option	Location	Schedule	Credits + Tuition
School-Based Credit Recovery	At your school	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school. Tuition-free.
Portland Evening Scholars	Benson High School 546 NE 12th Ave, Portland, OR 97232	Evenings. Fall: Sept – Jan Spring: Feb – May	For a .5 credit: \$200/class or \$35/class for students who qualify for free & reduced lunch. Financial aid may be available.
Summer Scholars	Benson High School 546 NE 12th Ave, Portland, OR 97232	Three weeks over the summer; two sessions available.	For a .5 credit: \$200/class or \$35/class for students who qualify for free & reduced lunch. Financial aid may be available.
Virtual Scholars	Varies by class; some classes are taken entirely online, others require some in-school time. Also available during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.

PPS ATHLETIC ELIGIBILITY & [NCAA ELIGIBILITY CENTER](#)

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).

In order to be eligible 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
Sophomore	10
Junior	17

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.

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.
- 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 earned 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 he/she 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.
- A “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.

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 calculations are recorded on the transcript. Valedictorian recognition is determined using the unweighted cumulative GPA.

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 to the District Registrar for verification and translation.
6. It is the counselor's responsibility to review transcripts for the following:
 - Reviewing progress towards graduation
 - For accurate GPA calculation, grade reporting
 - To support post secondary planning
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 the credit and grade removed from their transcript prior to the end of the student's 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 religious 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, home school 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.

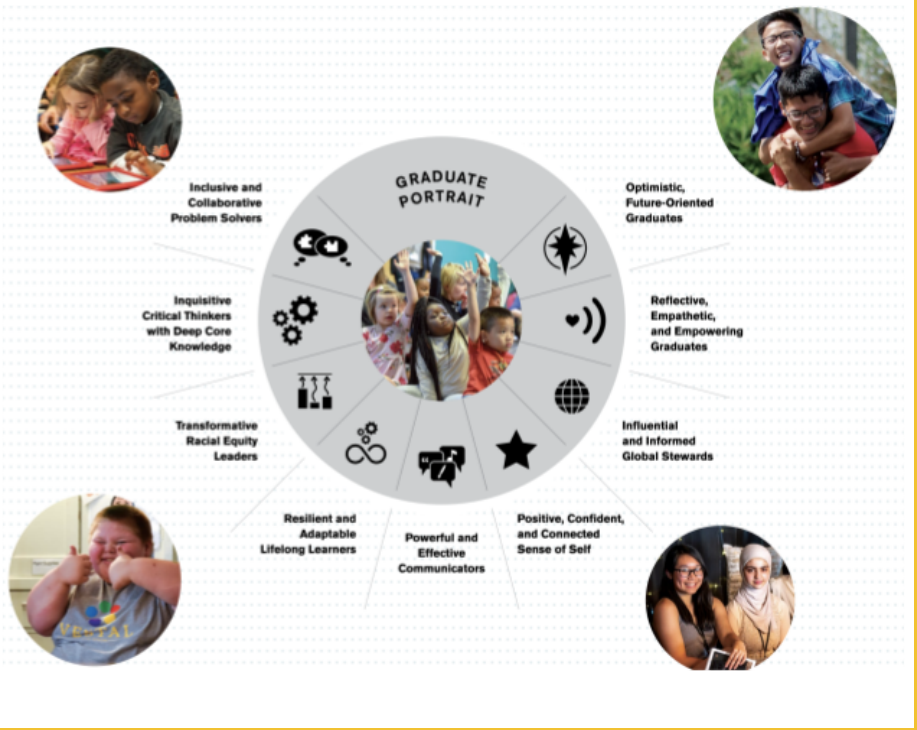
CERTIFICATION OF COURSES

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

TALENTED & GIFTED (TAG)

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. School TAG plans and course selection (forecasting) serve as a student's individual TAG plan in high school. 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 your school administrators. Individual student plans are only written upon request. Please contact your school counselor for more information.

“A graduate of Portland Public Schools will be a passionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.”



UNDER OREGON LAW, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses and art class supplies are examples of classes where your contribution can make a difference in the quality of the class. You are not required to pay the requested contribution in order to enroll in the class. Roosevelt is only able to offer these enhanced learning opportunities for students because of your support and contributions. We appreciate your commitment to our instructional program and the success of our students.

In some instances, Oregon law does allow school districts to charge a required fee or deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish their own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form will provide you with more information about specific fees and contribution options for Roosevelt High School.

PORTLAND PUBLIC SCHOOLS, recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service. Board of Education Policy 1.80.020-P

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 which may cause the limiting of courses, sections and/or course enrollment.