GABRIELINO HIGH SCHOOL

FOCUS ON LEARNING - ESLRs

Expected Schoolwide Learning Results

* Every student will demonstrate growth over time in all content standards and supplemental performance assessments.
* Every student will have a career/academic plan, be employable, and prepared for employment expectations.
* Every student will be technologically literate and able to function in a technological society.
* Every student will be able to communicate effectively and work collaboratively.
* Every student will show evidence of personal accountability, responsibility and involvement within a culturally diverse community.

Approved by Stakeholders

November 1998

**Welcome to Gabrielino High School!**

It is the mission of each person affiliated with the school to make every student's stay here the most enjoyable, rewarding and successful possible. To that end we have prepared this Curriculum Guide to assist you in the registration process and meeting graduation, college and university requirements. We suggest that you read the Guide completely and carefully so that you may derive the most benefit from it.

Gabrielino High School holds Parent Information Nights to present programs, courses and activities to assist parents in guiding their student in selecting his/her program of study. Counselors meet for a short time with each student individually to solidify the student's course requests.

We hope you find this guide informative and helpful. We are looking forward to serving the population of our school community.

***Again, we welcome you to Gabrielino High School— the place where Eagles soar!***

Gabrielino High School offers subjects in many areas of learning. You should select those subjects which best fit your individual needs and future plans. The subjects offered at Gabrielino High School will help you prepare for college, business, or vocational goals. All students have equal access to this curriculum. College prep courses are indicated by a 'P' after the course title. Units of credit are earned at the rate of five (5) units per semester for each passing grade of A, B, C, or D. No credit may be earned for a repeat course that was previously passed.

The following Graduation Policy has been established by the San Gabriel Unified Board of Education, "This graduation policy is established with the belief that Gabrielino High School is a four-year school with courses which will interest students in a sound educational program for that four-year period." The San Gabriel Unified School District’s Board of Education requires Completion of the following courses:

English, 4 years 40 units

Physical Education, 2 years 20 units

Mathematics, 2 years 20 units

U.S. History, 1 year 10 units

Physical Science, 1 year 10 units

Life Science, 1 year 10 units

U.S. Government, 1 semester 5 units

Economics, 1 semester 5 units

World History, 1 year 10 units

Fine Arts,\* 1 year 10 units

Other Electives 70 units

Total 210 units

\*Foreign Language, Visual and Performing Arts, Advanced Drafting, and Advanced Woods

SENIOR NON-GRAD POLICY: Seniors who do not meet the graduation requirements, but are within 10 credits of graduation will be allowed to attend summer school at GHS and will receive a Gabrielino High School Diploma in August upon successful completion of the credits. Non-graduating seniors who need more than 10 credits are not eligible for a Gabrielino High School Diploma and will be referred to adult school to receive a high school diploma.

CALIFORNIA HIGH SCHOOL EXIT EXAM: All students must pass the California High School Exit Exam (CAHSEE) to receive a high school diploma, unless they have an active Individualized Education Plan.

CALIFORNIA SCHOLARSHIP FEDERATION: The Code CSF-I and CSF-II designates List I solids and Lists II solids, as defined in the CSF State Constitution. In order to qualify for CSF, a student must enroll in at least three (3) subjects designated by the Code CSF-I or CSF-II, and of these three, at least two (2) must be designated CSF-I. Furthermore, a student must earn two A's and one B in these subjects and one A in another subject. Grades of A and B in Honors classes each count one more point than the same grades in regular classes. CSF points awarded for courses taken in college are pCTEortional to the semester hours of credit granted by the college. CSF points are not awarded for physical education classes, work experience, or student aide.

NATIONAL HONOR SOCIETY: Requirements for membership are leadership, service, character and scholarship, while maintaining a 3.3 grade point average. To meet the service requirements, the students must have been active in an area of service to the school or community. Leadership is based on a student's participation in school or community activities. Character is measured in terms of integrity, behavior, ethics, and cooperation with both students and faculty. No member is permitted to have a suspension or carry D's or F's on his/her grade card. Once a student has become ineligible to retain membership in NHS, the student cannot again be considered eligible for membership. In addition, a student must participate in a service project each semester. To graduate with the silver cord, a member must be active four semesters, one of which must be in the senior year. Students are elected to membership by a faculty committee.

COLLEGE PLANNING INFORMATION: Each pupil is carefully counseled in his/her eighth grade year prior to entering high school, and each year thereafter with regard to his/her education and vocation after high school. Those pupils desiring further formal education are counseled according to the following standards:

Community College Entrance Requirements : A graduate of an accredited high school, or any pupil 18 years of age or older, may enter any community college.

A community college offers two types of curricula. It may prepare a student for entering a four-year college or university at the junior or upper division level, if a prescribed course of study is completed with acceptable grades. Or, it may prepare a student to enter a semi-professional field or vocation at the end of a two-year course of study.

California Public Universities Entrance Requirements - California State University (CSU) and the University of California (UC) : The CSU and UC systems have the same minimum entrance requirements as far as high school course work is concerned. Students must take a minimum of 15 units (one unit equals one year/two semesters of the subject). To be acceptable to either system, the courses must appear on a list certified by the high school principal as meeting the minimum admission requirements. Scholastically, the top one-third of graduating seniors in the state are eligible for admittance to the CSU and the top one eighth are eligible for admittance to the UC system. Counselors will be happy to explain the eligibility index (GPA/SAT scores) for the two systems that forms the basis of the scholastic requirement.

Scholarship requirements for the UC system : The Scholarship requirement defines the grade point average (GPA) students must attain in the "a-g" subjects to be eligible for admission to the University. If a student's "a-g" GPA is 3.0 or higher, the student has met the minimum scholarship requirement for admission to the University.

The University calculates the "a-g" GPA by assigning point values to the grades students earn, totaling the points, and dividing the total by the number of "a-g" courses units. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point, and F=0 points. Only the grades students earn in the "a-g" subjects taken in grades 10, 11, and 12 are used to calculate the GPA.

The University assigns extra points for up to four units of *certified* honors level and advanced placement courses taken in the last three years of high school: A=5 points, B=4 points, and C=3 points. Grades of D earned in honors courses are not assigned extra points. No more than two units of certified honors level courses taken in grade 10 may be assigned extra points.

 Grade 9 courses will not be included in the GPA calculation, however grade 9 courses can be used to meet the Subject Requirement if the student earns a grade of C or better.

Following are the course requirements for entrance to CSU/UC. Please note the *recommended* “requirements” for the UC/CSU systems. With the admission process being so competitive now, fulfilling the years recommended is virtually a requirement, especially if the student wishes to attend one of the more competitive Universities.

Minimum subject requirements (a-g subjects):

**a. History/Social Science - 2 years required**

Two years of history/social science to include: one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.

**b. English -- 4 years required**

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature, poetry, and drama. Not more than two semesters of grade 9 English can be used to meet this requirement.

**c. Mathematics -- 3 years required, 4 recommended**

Three years, including elementary algebra, geometry, and second year (advanced) algebra. Mathematics courses taken in grades 7 and 8 may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own courses.

**d. Laboratory Science -- 2 years required, 3 recommended**

Two years of laboratory science providing fundamental knowledge in a least two of these three areas: biology, chemistry, and physics. Laboratory courses in earth/space sciences are acceptable if they have prerequisites or provide basic knowledge in biology, chemistry, or physics. Not more than one year of grade 9 laboratory science can be used to meet this requirement.

**e. Languages Other than English -- 2 year required, 3 recommended**

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition.

**f. College Preparatory Electives -- 1 year required**

Two units (four semesters), in addition to those required in "a-e" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the "e" requirement or two years of another language).

**g. Visual Performing Arts -- 1 year required**

One year of art, drama or music. See course lists for college approved courses.

Private Colleges and Universities:

a.                   Graduation from an accredited high school.

b.                   Subject requirements: The majority of colleges usually require 15 or 16 units of study from an accredited high school not including physical education. For college entrance purposes ten semester units are defined as one full year of work. These are the standard units which are usually distributed as follows:

A. Thirty or forty semester units in English.

B. Twenty or more semester units in college prep mathematics, usually Algebra and Geometry

C. Ten semester units in U.S. History and Government.

D. Ten semester units of a laboratory science taken in junior or senior year.

E. Twenty or more semester units of the same foreign language.

F. Other units in social science or other standard courses to fulfill minimal requirements.

c.                  Scholarship requirements: In general, colleges or universities require a minimum academic grade point average of “B”, or 3.0 with a grade of “A” counting as four points. However, it should be noted that many universities or colleges, while requiring this minimum average in theory, require a higher average in practice. Physical education grades are not computed in GPA.

d.                   A factor in the selection process is college testing. The SAT I or ACT exam is required by most private schools.

e.                  Students are encouraged to take the required examinations (SAT I & II or the American College Tests) in the spring of their junior year, and definitely by the November test date in the senior year, particularly since universities may weigh the test results in making decisions about an applicants' selection.

Proficiency Exam Accepted in Lieu of Diploma: The California High School Proficiency Examination may be taken by persons who are 16 or older, or have completed the 10th grade. The examination is given at two scheduled times throughout the year. Students must continue in school until they have officially passed the test and have presented verified parental permission to leave. The State Board of Education awards each person who passes the CHSPE a "Certificate of Proficiency," which is legally equivalent to a high school diploma in California.

**COURSE DESCRIPTIONS**

The following courses have been written in compliance with the requests of the High School Curriculum and Instruction Community Advisory Committee. They have integrated computer/technology, multi-culturalism/tolerance, and community service. Access to this curriculum is equal for all students, and the disciplines will be integrated wherever and whenever possible.

**ENGLISH DEPARTMENT**

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| **Course** | **Prerequisite** |
| English 1(P)--9th Grade Only | None |
| English 1 Honors (P)--9th Grade Only | Identified students |
| English 1 Intensive (P)--9th Grade Only | Identified Students |
| English 2 (P) -- 10th Grade Only | Must qualify |
| English 2 (P) -- 10th Grade Only | None |
| English 2 Sheltered--10th Grade Only | Identified students |
| English 2 Honors (P) -- 10th Grade Only | Must qualify |
| English 3 (P) -- 11th Grade Only | None |
| English 3 Sheltered --11th Grade Only | Identified students |
| English 3 Honors (P) -- 11th Grade Only | Must qualify |
| English 4 (P) -- 12th Grade Only | None |
| English 4 Sheltered -- 12th Grade Only | Identified students |
| English AP (P) -- 12th Grade Only | Must qualify |
| ELD 1,2,3 -- 9th Grade-12th Grade | Identified Students |
| P = College Prep Course |  |

The English Department believes that all students should have the opportunity to experience the best literature and writing instruction possible. In addition to challenging courses offered to the student body, in general, the department supports and maintains a rigorous honors English program. It is necessary for students to maintain a B average each semester to remain in an honors class. If, for some reason, a student needs additional units to graduate, that student may take an English course in Adult Education School or in summer school. **10 Credits and two semesters of English must be taken and passed each year of high school.**

All English Courses are aligned to the California Content Standards in English and will assist students in the successful completion of the High School Exit Exam (CAHSEE).

**English 1** (CSF-I) 9th Year Course

This course is literature-based and whole language directed with reading, writing, speaking, and listening integrated and the conventions of language taught in context. The students are exposed to a wide variety of classical and modern literature in all genres. The literature is discussed in such a way the students can derive individual meaning from it and relate it to their own lives and to the lives of people in diverse cultures.

**English 1 Honors** (CSF-I) 9th Year Course

This course is also literature-based and whole-language directed. However, readings are extended beyond the regular core list for English I. Students are expected to read and to write with a high level of skill, to work both independently and collectively, and to be an active class participant. Prerequisite: Must Qualify

**English 2** (CSF-1) 10th Year Course

This course specifically reinforces and extends the objectives, issues and values taught in English1. It is, likewise, literature-based and meaning-centered. The language arts skills are integrated with a particular emphasis on speaking skills. The conventions of language are taught in the context of both classical and modern literature. Interpretation and evaluation will continue to be stressed as a means of helping students to create meaning in a variety of literary genres. Further, this course seeks to enlarge the students' understanding of a culturally diverse world.

**English 2 Honors** (CSF-I) 10th Year Course

This course is also literature-based and meaning-centered. But, it is specifically designed for the highly motivated and self-directed students who read, write and think at high levels. The students will examine ideas and issues through extensive reading, writing and speaking about both classical and modern literature. Active participation, both independently and collaboratively, is essential. Prerequisite: Must Qualify

**English 3** (CSF-I) 11th Year Course

Through a process of active learning, this course reinforces and extends the objectives, issues, and values of English I and English II. It examines the diverse and changing cultures of the people of the Americas. Students will examine a variety of genres, both classical and modern through thematically organized units integrating major issues with United States history where appCTEriate. Further, this course seeks to prepare all students for a complex technological future.

**English 3 Honors** (CSF-I)11th Year Course

This course is designed for students who are highly proficient in reading, writing, and speaking and who are willing to accept the challenge of rigorous course work. It examines the diverse and changing cultures of the people of The United States through thematic units integrated with United States history. This course also seeks to prepare students to be successful citizens of a complex and technological world. Summer reading is required. Prerequisite: Must Qualify

**English 4** (CSF-I)12th Year Course

This course takes a global approach, so the students will read, discuss, and write about a carefully selected set of world literary texts both classical and modern. Students will improve comprehension and expression as they think and write about ideas and values incorporated in these works, and they will gain understanding of how literature reflects the human experience. Students will be asked to think, read and write on a more sophisticated level as they prepare to take their own places in our highly complex society. Prerequisite: None

**English AP Literature** (CSF-I) Year Course

This course is designed for successful advanced placement in college. Students should expect a strenuous course of study, significant time allocation and completion of the Advanced Placement test. They will read, discuss and write about ideas and values incorporated in selected works both classical and modern, and they will gain an understanding of how literature reflects the human experience. Students will be expected to read, write and think on a more sophisticated level as they prepare to take their own places in our highly complex society. Prerequisite: Must Qualify

**English AP Language and Composition**

The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods, and gain understanding of the connections between writing and interpretive skill in reading. Prerequisite: Must Qualify

**English Language Development Classes** (ELD 1, ELD 2, ELD 3) Year Course

These courses are two period courses teaching English Language Development to improve listening, speaking, reading and writing skills of English Language Learners. Students are tested upon entrance to the school district on the California English Language Development Test (CELDT) to determine pCTEer placement. Students test yearly for placement in subsequent years.

**English Sheltered Courses**  (1, 2,3, and 4)

The curriculum for the Sheltered English Courses is the same curriculum as the mainstream English courses at each grade level, although there are methods of presentation altered to meet the needs of an English Language Learner. Students are placed based on the California English Language Development Test (CELDT). The University of California system will accept one year of a Sheltered English Course toward the English Entrance Requirement. Counselors can provide further information for English Language Learners on meeting college requirements. Courses in the freshmen and sophomore years are offered in two period blocks.

**FOREIGN LANGUAGE DEPARTMENT**

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| **Course** | **Prerequisite** |
| Spanish 1 (P) – 9th Grade – 12th Grade | C grade in English |
| Spanish 2 (P)-- 9th Grade – 12th Grade | C grade in Spanish 1 |
| Spanish 3 (P) -- 10th Grade – 12th Grade | C grade in Spanish 2 |
| Spanish AP (P) -- 10th Grade – 12th Grade | Teacher approval |
| Mandarin 1(P) 9th Grade – 12th Grade | None |
| Mandarin 2(P) 9th Grade – 12th Grade | C grade in Mandarin 1 |
| Mandarin 3(P)9th Grade – 12th Grade | C grade in Mandarin 2 |
| Mandarin 4 (P)10th Grade – 12th Grade | C grade in Mandarin 3 |
| P = College Prep Course |  |

**Spanish 1** (CSF-I) Year Course

This first level course is an introduction to the five basic components of listening, speaking, reading, writing and cultural awareness. The student will be guided through activities designed to help them (1) learn basic speaking vocabulary, (2) understand basic grammatical concepts and verb forms, (3) comprehend spoken Spanish within student vocabulary range, (4) pronounce correctly in simple conversation, and (5) understand preliminary notions of the culture of Latin America and Spain. Prerequisite: C grade in English.

**Spanish 2** (CSF-I) Year Course

This course continues to develop proficiency in listening comprehension, speaking, reading and writing. The students will progressively develop their ability to understand and to use the Spanish language both orally and in writing. Students will further their knowledge and skill in grammatical and verb forms, and increase their comprehension of the Hispanic culture. The development of proficiency is enhanced through the use of situational and communicative exercises. Prerequisite: C Grade in Spanish 1

**Spanish 3** (CSF-I) Year Course

At this level, emphasis is on the development of proficiency in listening, speaking, reading and writing through the use of communicative exercises. A wider range of vocabulary is introduced. The study of basic grammatical structures will be included together with more complex grammatical patterns of oral and written expression. Cultural, historical and literary reading selections provide greater understanding of the Spanish-speaking people. The class is conducted in Spanish as much as possible and students will be invited to use the target language most of the time. Prerequisite: C Grade in Spanish 2

**AP Spanish** (CSF-I) Year Course

Note: Students have the option of taking the AP Spanish Language Exam, but they are not required to do so. This fourth year is designed to develop the more complex grammatical patterns and make effective use of the language in oral and written expression. Emphasis on writing essays and individual reading of selected works from Spanish and Spanish-American authors will take place. Students will explore art, architecture, music and literature of the language and their influence on other cultures. The class is conducted in Spanish as much as possible. Prerequisite: C Grade in Spanish 3

**Mandarin 1** (CSF-I) Year Course

This first level course is designed for the non-speaker learning to speak Mandarin for the first time. The course will develop basic language skills stressing five components of listening, speaking, reading, writing and cultural awareness. The class will learn to write simplified Chinese characters and be proficient in Hanyu Pinyin. Prerequisite: None

**Mandarin 2** (CSF-I)Year Course

This course continues to develop proficiency in listening, comprehension, speaking, reading and writing. Students will progressively develop their ability to understand and to use the Mandarin language both orally and in writing. Students will further their knowledge and skill in grammatical and verb forms and increase their comprehension of the Chinese culture. The class will continue to write simplified characters and be proficient in Hanyu Pinyin. Prerequisite: C or Better in Mandarin 1 or Placement Test

**Mandarin 3** (CSF-I) Year Course

Mandarin 3 is a one-year course that is designed for the students who have already completed level 2 Mandarin Chinese with a “C” or better grade, or who can demonstrate that they have acquired knowledge of the language to the required level. This course will develop students’ basic communicative competence in the Chinese language and their understanding of the Chinese culture. Throughout the course, students develop their listening, speaking, reading and writing skills across the three communicative modes: interpretive, interpersonal and presentational. Building upon Mandarin 2, Mandarin 3 will continue to introduce vocabulary, characters, sentence patterns, core grammar as well as frequently used Chinese Idioms and pronunciation. Chinese word processing ability is one of the objectives of this course. Students will learn how to type Chinese texts using Chinese word processor. Mandarin 3 will continue using the textbook with simplified Chinese characters and Hanyu Pinyin.

**Mandarin 4** (CSF-I) Year Course

Mandarin 4 is a one-year course that is designed for students who have already completed Mandarin 3, or who can demonstrate that they have knowledge of the language at the required level. Mandarin 4 will continue using the textbook (Integrated Chinese) with simplified Chinese characters and Hanyu Pinyin. The goals of this course are to develop communicative competence through reading, writing, speaking and listening activities. Students will continue building their advanced linguistic skills in Mandarin with rich and varied linguistic experiences, such as, reading authentic short stories, novellas, plays and poems and exploring their cultural contexts, and continuing grammar and sentence pattern learning.

**AP Chinese and Culture** Year Course

The AP Chinese and Culture AP Chinese Language and Culture course is designed for the students who are qualified and interested in further extend their Chinese language proficiencies through a full-year study. The course emphasizes the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills); and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in for the 21st Century, which is carried out exclusively in Mandarin Chinese for both the instructor and the students with scaffolding when necessary. Students enrolled in AP Chinese will continue building their advanced linguistic and communication skills in Mandarin with rich and varied linguistic experiences by exploring authentic cultural contexts and continuing grammar and vocabulary learning. Prerequisite: Chinese Level 4 or Equivalent Level of skill as determined by AP Chinese instructor.

**MATHEMATICS**

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| **Course** | **Prerequisites** |
| CAHSEE Algebra --10th Grade-12th Grade | Counselor recommendation |
| Algebra Readiness --9th and 10th Grade | Teacher recommendation |
| Algebra 1 (P) -- 9th Grade-12th Grade | Teacher recommendation |
| Geometry (P) -- 9th Grade -12th Grade | C grade in Algebra 1 |
| Geometry Honors (P) -- 9th and 10th Grade | A grade in Algebra 1 and teacher recommendation |
| Algebra 2 (P) -- 9th Grade-12th Grade | C grade in Geometry |
| Algebra 2 Honors (P) -- 9th Grade-11th Grade | A grade in Geometry and teacher rec / B or better in Geo. Honors |
| Pre-Calculus (P) --10th Grade-12th Grade | C or better in Algebra 2 |
| Pre-Calculus Honors (P) -- 10th Grade-12th Grade | C or better in Alg 2 Honors |
| Calculus (P) --11th and 12th Grade | C or better in Pre-Calculus |
| AP Calculus AB (P) -- 11th and 12th Grade | B grade in Pre-Cal. Honors |
| AP Calculus BC (P) -- 12th Grade Only | B grade in AP Calculus AB |
| Statistics (P) -- 11th and 12th Grade Only | None |
| AP Statistics (P) -- 10th Grade-12th Grade | Completion of Pre-Calc and teacher recommendation |
| P = College Prep Course |  |

All Math courses are aligned to the California Content Standards for Math and will assist students in the successful completion of the High School Exit Exam (CAHSEE).

**Algebra Readiness**

This course is designed as an intervention program for students who are not ready for an Algebra I course. Students in Algebra Readiness take the General Math CST. This course is only available to 9th grade students. Prerequisite: None

**CAHSEE Algebra** Year Course

CAHSEE Algebra is centered on a hands-on, activity oriented approach to the teaching of Algebra skills. The course includes a focus on basic statistics and probability, pCTEortions, linear equations, scale drawings, graphing points and lines, solving systems of equations both graphically and algebraically, using area, perimeter and other algebraic formulas. The course addresses the power standards that are on the High School Exit Exam (CAHSEE) and meets the graduation requirement in Algebra.

**Algebra 1** (CSF-I) Year Course

A key college preparatory course designed to provide a foundation for further study in mathematics and science. This course is designed for the understanding and appreciation of some of the algebraic structure exhibited by the real number system and toward problem solving involving algebraic symbols and equations. Prerequisite: Teacher Recommendation

**Geometry** (CSF-I) Year Course

Logical reasoning is emphasized. Geometry is the branch of mathematics that deals with space relationships, especially in the pCTEerties and measurement of points, lines, angles, surfaces, and solids. The course is mainly plane geometry with some solid geometry included. Prerequisite: C Grade in Algebra 1

**Geometry Honors** (CSF-I) Year Course

This course includes all of the material in the Geometry class studied in depth with the addition of transformational Geometry. Prerequisite: A Grade in Algebra 1 and Teacher Recommendation

**Algebra 2** (CSF-I) Year Course

This course covers the traditional second year topics, plus loga-rithms, determinants, probability, statistics, etc. in a more in-depth manner. The student is pointed toward college mathematics for which this course is a requirement. Emphasis is placed on the function concept and all topics are used to illuminate the understanding of arithmetic. Prerequisite: C Grade in Geometry

**Algebra 2 Honors** (CSF-I) Year Course

This course covers the traditional second year topics, plus logarithms, determinants, probability, statistics, etc. The student is pointed toward college mathematics for which this course is a requirement. Emphasis is placed on the function concept and all topics are used to illuminate the understanding of arithmetic. Prerequisite: A Grade in Geometry, Teacher Recommendation or B Grade in Geometry Honors

**Pre-Calculus** (CSF-I) Year Course

This course is designed to prepare students for calculus. Topics include all aspects of trigonometry, functions, graphs, graphing techniques, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants, sequences and series, and polar coordinates. Prerequisite: C Grade in Algebra 2

**Pre-Calculus Honors** (CSF-I) Year Course

This course is designed to prepare students for calculus. Topics include all aspects of trigonometry, functions, graphs, graphing techniques, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants, sequences and series, and polar coordinates. Prerequisite: C Grade in Algebra 2 Honors

**Calculus** (CSF-I) Year Course

This course is for students who wish to further their knowledge of calculus for business, economics, life science and social science applications. The course is to provide the non-math major the opportunity to apply calculus concepts and formulas in the real world. The course will include the history of calculus, applications of formulas, differential and integral calculus with thematic integration, further use of critical thinking skills, and data analysis with simulation. Prerequisite: C Grade in Pre-Calc

**AP Calculus AB** (CSF-I) Year Course

This course is for students who are pursuing higher mathematics skills and are willing to be challenged on a theoretical level of mathematics as well as a practical level. It will show how Calculus has played a decisive role in the development of mathematics and the growth of our present 20th century technological society. This course will challenge students to earn college credit by taking and passing the Advance Placement exam. The course will be equivalent to college level mathematics course. The AP test is a requirement for taking the course. Prerequisite: B Grade in Pre-Calculus Honors

**AP Calculus BC**  (CSF-I) Year Course

This course is a continuation of the Calculus AB curriculum. It includes all the limit, derivatives, and intergal problems along with their applications from the AB curriculum and additionally includes differential equations, slope fields, area, volume, length of curves, power series, Taylor series, parametric, vector, and polar functions. The AP Test is a requirement for taking the course. Prerequisite: B Grade or Better in AP Calculus AB

**Statistics (CSF-I)**

This course follows the subject matter of the AP Statistics course but without the pressure of the exam. The key topics of graphical display, probability and mathematical decision making are present and covered in sufficient detail, but the presentation concentrates on key issues and we avoid many of the kind of AP level questions that demand creative thinking in non-standard situations. The assessments are noticeably easier and more practice is provided for the core principles that we cover.

**AP Statistics** (CSF-I) Year Course

This course is a college level statistics course. Statistics is the study of answering questions about the world from data that is collected from samples where the data has variability. It begins with data collection and forms of graphical display and measures of center and spread. Then we take some theoretical ideas from elementary probability and develop them considerably until we arrive at confidence intervals and tests. These last two procedures are the standard methods for data analysis used across the sciences and humanities for any mathematical decision making today. Students are required to take the Advanced Placement test in May and can receive college credit with a score of 3 or better on the test. Prerequisite: Completion or Concurrent Enrollment in Pre-Calculus, Teacher Approval

**FINE AND PERFORMING ARTS DEPARTMENT**

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| **Course** | **Prerequisites** |
| Introduction to Art (P) – 9th Grade – 12th Grade | None |
| Ceramics (P) – 10th Grade – 12th Grade | Intro. to Art |
| Advanced Ceramics—11th and 12th Grade (P) | Ceramics |
| Drawing & Painting—10th Grade – 12th Grade (P) | Intro. to Art |
| Adv. Drawing/Paint.-- 10th Grade – 12th Grade (P) | Drawing & Painting |
| Art in Motion (P) -- 9th Grade – 12th Grade (P) | None |
| Sculpture -- 10th Grade – 12th Grade (P) | C grade-Intro/Art |
| Graphic Design (P) (CTE) – 11th Grade – 12th Grade | Instructor approval/16 yrs. of age |
| Jazz Band (P) | Instructor approval |
| Marching Band | Instructor approval |
| Pageantry Units | Instructor approval |
| Concert Band (P) (P) | Instructor approval |
| Wind Ensemble (P) (P) | Instructor approval |
| Orchestra (P) | Instructor approval |
| Vocal Ensemble (P) | None |
| Show Choir (P) | Instructor Audition |
| Drama (P) | None |
| Advanced Drama (P) | Drama |
| Music Appreciation | None |
| P = College Prep Course |  |

**Introduction to Art** Year Course

This course introduces students to the general techniques and theories of art. The elements of line, color, texture, shape, form and value will be explored and used to create original works of art. "Intro to Art" provides experience for the beginning student who has an interest in learning about different types of art media (pencil, pen, watercolor, etc.). This course serves as a pre-requisite for all other art courses. Lab fee required.

**Art in Motion** Year Course

Art in Motion is a course in which students express their visual creativity through drawing, digital media, collage, video, sculpture and other visual mediums. Throughout the course students will explore hand-drawn animation, stop-motion animation, computer-generated animation, video, kinetic sculpture, and time-based installation. Contemporary and historically relevant artists and their work will be referenced during each project. Instruction will be given in the following areas: The elements of art and principles of design; technical animation, drawing, computer, and video skills; sculpture; and installation. The California Visual and Performing Arts: Visual Arts Content Standards are integrated into the curriculum. Prerequisite: Introduction to Art

**Ceramics** Year Course

Students will have an opportunity to explore and experiment with the three-dimensional medium of clay. It helps to develop an awareness of functional art through the making of vases, bowls, and mugs as well as decorative items such as wall hanging and sculpture. This course includes direct clay modeling, slab building coil construction, decorating techniques, and kiln stacking and firing. The history and development of ceramics is an integral part of the content. Lab fee required. Prerequisite: Introduction to Art

**Advanced Ceramics** Year Course

In this course students will be introduced to the pottery wheel as well as exploring more advanced techniques of hand building and glaze application. Kiln loading and firing will be covered at this level. Emphasis will be placed on good craftsmanship and problem solving. Lab fee required. Prerequisite: Ceramics

**Drawing and Painting** (CSF-II) Year Course

This course is designed for the intermediate art student. Students will use various methods of drawing and painting utilizing a variety of media, pen and ink, colored pencils, watercolor, and tempra paint, to explore portraiture, landscape, still life, abstract design as well as other subject matters. Lab fee required. Prerequisite: Introduction to Art

**Advanced Drawing and Painting** (CSF-I) Year Course

This course is designed for the advanced art student. A variety of drawing and painting media will be further experienced as well as a variety of subject matter: real, abstract and non-objective. Students are expected to be mature and motivated enough to work independently. Portfolio pieces will be developed and students will enter art contests. Lab fee required. Prerequisite: Drawing and Painting

**Sculpture** Year Course

This is an advanced course in sculpture. The emphasis is on paper mache, plaster, wood, metal, cardboard, and glass. Other media may be introduced. The student will become familiar with the processes involved and the materials necessary for the project. Students will observe instruction, view slides, and see demonstrations of practical skills. Students will be given an introduction to the assignment, safety skills, and use of various materials. Lab fee required. Prerequisite: Intro to Art

**Graphic Design (CTE)**  Year Course

This CTE course trains students for entry-level positions in a broad variety of related occupations in the Graphic Design field. Students will use current graphic software to create, design and prepare materials for duplicating and printing. Prerequisite: Introduction to Art, Teacher Approval and 16 Years of Age

**Jazz Band** Semester Course

This is a performance-oriented class for the advanced player who wishes to broaden his or her musical experience through the medium of jazz. Time will be spent studying the various styles of jazz and swing, with particular attention to the "big band" era, and improvisational skills. The student will be required to spend some out-of-class time, both at school and individually, in practice for performances. The class meets Period O, second semester only.

**Marching Band** Semester Course

Students will receive extensive performance-oriented, marching instruction in the areas of parade and field (half-time) marching. Student will be responsible for numerous scheduled performances which require attendance. The class will prepare half-time shows for performance at school events, and parade techniques for performance at various Southern California events. This class requires much effort and should be for only dedicated students.

**Pageantry Units** Year Course

Pageantry Units meet during Zero hour and perform throughout the year in conjunction with the Marching Band as well as in individual competitions. Prerequisite: Teacher Approval

**Concert Band** (CSF-II) Year Course

Designed for the musically mature students, this group combines the marching and concert aspects of the wind band. The first semester is given more to the marching/half-time band, while the second semester is devoted to concert work. First semester students must also enroll in PE/Marching Band.

**Wind Ensemble** (CSF-II)Year Course

The Wind Ensemble consists of wind and percussion instruments designed to perform advanced literature on stage. The group performs at several concerts during the year, as well as for a panel of experts for evaluation and critiquing. Attention is given in class to improvement of technical abilities and musicianship. Prerequisite: Teacher Approval

**Orchestra** (CSF-II) Year Course

The orchestra consists of string instruments (violin, viola, cello, bass). The group performs several times during the semester, as well as for S.C.S.B.O.A. adjudication. Attention is given in class to improvement of technical abilities and musicianship. Music from all historical eras is used. Prerequisite: Teacher Approval

**Vocal Ensemble** (P) Year Course

The chorus instructs the beginning singer in all elements of techniques of pCTEer vocal production, and serves as a preparation for the advanced organizations available upon completion. Emphasis is on ensemble singing as well as the individual voice.

**Show Choir** Year Course

The Show Choir is an advanced song and dance musical troupe that performs mostly Broadway, show, and popular music. Students must excel in vocal talent and dance skills. Students are expected to attend many after school and evening rehearsals and performances. Students will wear show choir costumes and must pay a rental/purchase fee. All students enrolled in this course must be strongly dedicated to excellence in performance. Students will work on mic technique, solo vocal skills, and group dance sequences. Prerequisite: Teacher Audition

**Drama** Semester Course

Drama is an enrichment course designed to focus on the student's individual communication skills as well as class performances of dramatic plays/musical/readings. Students will learn the how to's of stage direction, stage and pCTE building, vocal technique, acting, and dramatic writing.

**Advanced Drama** Year Course

Advanced Drama is an enrichment course designed to focus on the student’s individual communication skills while building self-confidence and discipline in performance skills. The course will include a study of performance style through the use of film, class exercises and visits from professionals in the entertainment industry. This class is designed for the experienced performer. The students will learn that the “stage” is the safest place to be, whether in front of the classroom, or in a theater. Prerequisite: Drama

### Music Appreciation Year Course

### Gabrielino’s Music Appreciation [course](http://www.ehow.com/about_6517009_music-appreciation-course-description.html) introduces students to the basics of music, such as melody, harmony, rhythm, structure and form. Students will then be introduced to the way that music is produced, such as the differences between instrument families. The students will study of the various periods of classical music, including Baroque, Classical, Romantic, and 20th century and will also learn about exemplary composers. Gabrielino’s Music Appreciation course also offers some instruction on non-Western musical traditions, such as the music of China, India, other Asian countries, parts of Africa and South America. The teacher will deliver instruction relative to the different scales, rhythms, tonalities and structures employed by non-Western music.

**PHYSICAL EDUCATION DEPARTMENT**

|  |  |
| --- | --- |
| **Course** | **Prerequisites** |
| 9th Grade Co-ed PE – 9th Grade | None |
| Co-ed Physical Education – 10th Grade – 12th Grade | None |
| Modified PE – 9th Grade – 12th Grade | Counselor or Case Carrier approval |
| Aerobics 10th Grade – 12th Grade | C or better in co-ed PE |
| Life Fitness 10th Grade – 12th Grade | C or better in co-ed PE |
| Weight Training 10th Grade – 12th Grade | C or better in co-ed PE |
| Athletics 9th Grade – 12th Grade | Coaches approval |

Note: Four semesters (two years) are required for graduation. Physical Education grades are computed for eligibility purposes; they are not counted in total GPA for college entrance.

**9th Grade Co-Ed Physical Education** Year Course

This class provides a course of study in physical education to pupils entering grade 9. This includes a developmentally appCTEriate sequence of instruction, including the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports and combatives.

**Co-ed Physical Education** Year Course

Open to students in grades 10-12, this class provides a course of study in physical education that develops proficient movement skills in each area of physical education. In addition, students expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

**Modified Physical Education**

Modified Physical Education is education of and through the physical experience. Students learn and grow via activities which are selected and presented with full regard to human growth and development, behavior, and the individual needs of learning disabled and physically challenged students.

**Aerobics** Semester Course

This semester course is open to students in grades 10-12 who have successfully completed co-ed Physical Education with a grade of C or better. Aerobics will offer a variety of exercises aimed at stimulating the heart and lungs to produce beneficial changes to the body and more specifically to produce a training effect that increases that capacity to utilize oxygen.

**Life Fitness** Semester Course

This semester course is open to students in grades 10-12 who have successfully completed co-ed Physical Education with a grade of C or better. Life Fitness will allow students to explore a variety of fitness exercises that they may find in a fitness club. The course is intended for students who wish to pursue advanced knowledge and skills and who want an intensive experience in an activity for lifelong enjoyment. Equipment to be used will include Upright Bikes, Stair Climbers, and Elliptical Cross Trainers.

**Weight Training** Semester Course

This semester course is open to students in grades 10-12 who have successfully completed co-ed Physical Education with a grade of C or better. Weight training will explain how resistance training works, what pCTEer exercise form and safety is, as well as pCTEer warm up and training frequency. Progressive training programs for all levels of weight training will also be presented.

**Athletics**

Athletic teams represent Gabrielino High School in interscholastic competition against other high schools. We participate in 14 boys and girls sports. The following is a list of sports in order of season: **Fall:** Cross Country, Football, Girls Volleyball; **Winter:** Girls and Boys Basketball, Girls and Boys Soccer, Wrestling; **Spring:** Boys Volleyball, Baseball, Softball, Golf, Boys and Girls Swimming, and Boys and Girls Track and Field.

**SCIENCE DEPARTMENT**

|  |  |
| --- | --- |
| **Course** | **Prerequisites** |
| Integrated Science I -- 10th Grade – 12th Grade | None |
| Integrated Science II -- 10th Grade – 12th Grade | None |
| Lab Biology (P) -- 9th Grade – 12th Grade | Enrolled in Geometry |
| Honors Biology (P) -- 9th Grade – 12th Grade | Qualify |
| AP Biology (P) -- 11th Grade – 12th Grade | A Grade in Bio or Chem |
| Chemistry (P) -- 10th Grade – 12th Grade | Enrolled in Algebra II |
| Honors Chemistry (P) -- 10th Grade – 12th Grade | A or B in Honors Biology |
| AP Chemistry (P) -- 11th Grade – 12th Grade | A Grade in Honors Biology |
| Physics (P) -- 12th Grade | C in Chem -in Pre-Cal. |
| Honors Physics (P) -- 11th Grade – 12th Grade | Teacher Approval |
| AP Physics (P) -- 12th Grade | A Grade in Honors Chem or Honors Biology |
| AP Environmental Science – 11th and 12th Grade | Teacher approval |
| P = College Prep Course |  |

**Integrated Science** (CSF-II) Two-Year Course

Integrated Science is a two year course designed to introduce students to the basic principles of both life science and physical science. Through the study of these principles and their interconnectedness, students will gain the scientific literacy necessary to make informed decisions in today’s society. The course also aims to prepare students for further science study, with emphasis on hands-on activities, cross-curricular student projects, and teacher demonstrations. Integrated Science covers the California State Content Standards for Life Science and Integrated Science II covers the California State Content Standards for Earth Sciences.

**Integrated Science Sheltered**  Two-Year Course

The curriculum for the Sheltered Integrated Science Course is the same curriculum as the mainstream Integrated Science Course, although there are methods of presentation altered to meet the needs of an English Language Learner. Students are placed based on the California English Language Development Test (CELDT).

**Biology** (CSF-I) Year Course

Biology is a one-year, comprehensive, investigation-oriented introduction to biology. The course covers all of the California State Content Standards for Life Science and Biology. Emphasis will be on laboratory investigations which will provide the opportunity for the student to discover biology through inquiry. Students will compare and contrast the aspects of the living world by a systematic study of the branches of biology, including the body systems, biochemistry, genetics, cell biology, ecology, evolution, and technological advances. Prerequisite: Enrolled in Geometry

**Honors Biology** (CSF-I) Year Course

Using fundamental biological concepts, the student will compare and contrast the aspects of the living world by a systematic study of several branches of biology. The course covers all of the California Content Standards for Life Science and Biology, including basic life functions, biochemistry, genetics, ecology, evolution, and technological advances. Emphasis will be on laboratory investigations of the topics to be covered. A notebook must be kept and graded periodically. Compared to Biology, this course provides a more rigorous and in-depth study of biology. Prerequisite: Enrolled in Geometry

**AP Biology** (CSF-I) Year Course

AP Biology is designed to be the equivalent of the first year of college laboratory based biology. The course is fast-paced, intensive, and rigorous. Students will be required to take the AP Biology exam in May, following a year of lectures, hands-on lab training, and independent study of concepts. In order to be considered eligible for enrollment into this program, students must have demonstrated exceptional achievement in both science and mathematics. Prerequisites: B grade in Biology, Chemistry, Geometry, and Algebra 2 and Teacher Approval

**Chemistry** (CSF-I) Year Course

Chemistry is a college preparatory course which satisfies the physical science laboratory requirement for the California University System and the requirement for high school graduation. This course will cover the California Content Standards for Chemistry with emphasis on critical thinking, problem-solving, experiments, and demonstrations. Chemistry is a mathematics-based subject. Prerequisite: Enrolled in Algebra 2.

**Honors Chemistry** (CSF-I) Year Course

Honors Chemistry takes a more in-depth and rigorous study of each area covered in Chemistry. Prerequisite: An A or B in Biology and A or B in Algebra 1; concurrent enrollment in Algebra 2.

**AP Chemistry** (CSF-I) Year Course

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The course contributes to the development of the student’s ability to think clearly and to express ideas, orally and in writing, with clarity and logic. This course covers the California State Content Standards for Chemistry but differs from the standard secondary chemistry course in the greater variety and depth of topics covered, the emphasis on chemical calculations, and the more detailed laboratory work done by students. Prerequisites include: Completion of Algebra II with a “B” Grade or better. Successful completion of Chemistry is recommended but not required.~~.~~ Students enrolled in this class are expected to take the Advanced Placement Chemistry exam administered by the College Board.

**Physics** (CSF-I) Year Course

Physics is a college preparatory laboratory science for all who intend to pursue careers in research, engineering, medicine, and related fields. Physics is a study of the fundamental concepts of time, distance, motion, force energy and power, and their measurements. This course covers all of the California State Content Standards in Physics. The uses of mathematics in science and computers for lab data collection will be emphasized.

**Honors Physics** (CSF-I)

The Honors Physics class is a year course with two distinct semesters in which the entire breadth of the California State Standards for Physics are covered. Physics is the study of the relationship between energy and matter. This course is designed to explore the depths of this relationship. The areas of study are outlined by the California State Standards for physics: motion and forces, conservation of energy and momentum, heat and thermodynamics, waves and these areas of study are explored through investigation and experimentation.

Honors Physics is designed to expose the student to a much deeper analysis of the physics curricula. The state standards are all covered but the pace of the class allows the scope to broaden beyond the state standards in areas such as optics. The depth of each topic is greater as well. This demands a greater mastery of math going into the class as well as a strong desire to be challenged by the concepts of physics. Honors Physics prepares students to take the Advanced Placement Physics B exam (which is optional).

**AP Physics** (CSF-I) Year Course

AP Physics is a college level laboratory science for all who intend to pursue careers in research, engineering, medicine, and related fields. Physics is a study of the fundamental concepts of time, distance, motion, force energy and power, and their measurements. The state standards are all covered in this course. The uses of mathematics in science and computers for lab data collection will be emphasized. All course objectives are aimed at students challenging themselves to attain college level mastery of first year physics and to prepare for the AP Physics C test. Prerequisite: Concurrent enrollment in/ completion of Calculus

**AP Environmental Science** Year Course

AP Environmental Science (APES) is designed to be the equivalent of a one semester, introductory college course in environmental science. It is an interdisciplinary course, involving the fields of biology, ecology, ocean and atmospheric sciences, climatology, chemistry, toxicology, geology, geography, economics, political science, ethics, and others. The goals of the course are to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships between biotic and abiotic components of the natural world, to identify and analyze environmental problems (both natural and anthCTEogenic), to evaluate the relative risks associated with environmental problems, and to examine alternative solutions for resolving or preventing environmental problems. Students in APES will design their own laboratory experiments, and will be expected to clearly communicate their hypotheses, experimental design and procedures, results, data analysis, and conclusions via a complete scientific write-up following each lab. Prerequisites: Completion of Biology and Chemistry.**SOCIAL SCIENCE DEPARTMENT**

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| --- | --- |
| **Course** | **Prerequisite** |
| World History (P) – 10th Grade only | Required for grad. |
| Honors World History (P) – 10th Grade only Instructor approval | Teacher Approval |
| AP EuCTEean History (P)10th Grade – 12th Grade | Teacher Approval |
| US History (P) – 11th Grade only | Required for grad. |
| AP U.S. History (P) – 11th Grade only | Teacher Approval |
| Government (P) – 12th Grade only | Required for grad. |
| AP Government (P) – 12th Grade only | Teacher Approval |
| Economics (P) – 12th Grade only | Required for grad. |
| Psychology (P)—11th Grade – 12th Grade | None |
| World Geography (P) —11th Grade – 12th Grade | None |
| P = College Prep Course |  |

**World History** (CSF-I) Year Course

This is a college preparatory course designed to explore the themes, patterns and events that have laid the foundation for the modern world.  The course covers events ranging from human origins and cultures to patterns in world trade ending in technology and events that created modern nations.  This course moves at an accelerated pace, and there is an emphasis on the analysis of historical evidence and the ability to express that understanding in writing.  Students who show adequate progress may take the Advanced Placement World History exam, and may earn college credit if they do well on the AP Exam.  Prerequisite: Teacher Approval

**World History Sheltered**  Year Course

The curriculum for the Sheltered World History Course is the same curriculum as the mainstream World History Course, although there are methods of presentation altered to meet the needs of an English Language Learner. Students are placed based on the California English Language Development Test (CELDT).

**Honors World History** (CSF-I) Year Course

This is a college preparatory course designed to explore the themes, patterns and events that have laid the foundation for the modern world. The course covers events ranging from human origins and cultures to patterns in world trade ending in technology and events that created modern nations. This course moves at an accelerated pace, and there is an emphasis on the analysis of historical evidence and the ability to express that understanding in writing. Students who show adequate progress may take the Advance Placement World History exam. Prerequisite: Teacher Approval

**AP EuCTEean History** (CSF-I) Year Course

The purpose of this course is to provide the student with the opportunity to acquire a general knowledge of EuCTEean History (1450-1970), and understanding of some of the principal themes in modern EuCTEean History, and the ability to analyze historical evidence and to express that understanding and analysis in writing.  Focus will be placed on the study of intellectual-cultural, political-diplomatic, and social-economic history.  The course is designed to prepare students to take the Advanced Placement Examination in EuCTEean History that is offered through the College Board. A passing score on this test may earn a student college credit in EuCTEean History.  Prerequisite: Teacher Approval

**United States History** (CSF-I) Year Course

The course is designed to examine the significant movements, events and turning points in 20th Century American history. remainder of original and replace with: This course also includes a review of American history from the colonial era through the rise of modern America.  Emphasis will be placed on the United States’ role as a world leader resulting from its free political system and pluralistic nature.  Areas of concentration will include: the expanding role of the federal government, the movement for equal rights for all Americans, the rise of the American economy, and the continuing conflict between state and federal rights.

**United States History Sheltered**  Year Course

The curriculum for the Sheltered U.S. History Course is the same curriculum as the mainstream U.S. History Course, although there are methods of presentation altered to meet the needs of an English Language Learner. Students are placed based on the California English Language Development Test (CELDT).

**AP United States History** (CSF-I) Year Course

The Advanced Placement United States History course is designed to provide the student with the opportunity to acquire the analytical skills and factual knowledge needed to critically examine American History.  Through the concentrated study of United States History (Age of Exploration to the present), students will learn to assess, interpret, and weigh historical documentation.  This course prepares students to take the Advanced Placement United States History Examination offered through the College Board.  A passing score on this test may earn a student a year of college credit in American History.  Prerequisite: Teacher Approval

**Government** (CSF-I) Semester Course

In this course, students will review and expand their knowledge of American Government.  In addition, they draw on their studies of American History and of other societies to compare different systems of government in the world today. Additionally, students will analyze the foundation and development of the ever-changing scope of government, with emphasis on the role the Constitution plays in everyday society and the basic structure and functions of government. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

**Government Sheltered**  Government Course

The curriculum for the Sheltered Government Course is the same curriculum as the mainstream U.S. History Course, although there are methods of presentation altered to meet the needs of an English Language Learner. Students are placed based on the California English Language Development Test (CELDT).

**AP Government** (CSF-I) Semester Course

This course is designed to give students an analytical perspective on government and politics in the United States and prepare students for the AP Exam.  This course involves ~~both~~ the study of general concepts used to interpret U.S. politics and in depth analysis of the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. A major emphasis is placed on Federalism, the Constitution, and responsibilities of citizens in the US.  Prerequisite:   Teacher recommendation

**Economics** (CSF-I) Semester Course

In this one semester course in economics, students will deepen their understanding of the economic problems and institutions of the nation and world in which they live.  Emphasis will be placed on financial literacy where students will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups.  In this course, students will add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system.  Prerequisite:  None

**Economics Sheltered**  Semester Course

The curriculum for the Sheltered Economics Course is the same curriculum as the mainstream Economics Course, although there are methods of presentation altered to meet the needs of an English Language Learner. Students are placed based on the California English Language Development Test (CELDT).

**Psychology** (CSF-II) Semester Course

In this course students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation and personality.  Students will develop some basic concepts of psychology and a historical perspective on psychology as the study of individual behavior. Students will explore the contributions of pioneers in the field of psychology and how they impact modern psychology. Students will have an opportunity to explore implications for everyday life of scientific perspective on human behavior, and they will learn about the various careers associated with this field.  Prerequisite:  None

**BUSINESS/TECHNOLOGY DEPARTMENT**

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| --- | --- |
| **Courses** | **Prerequisites** |
| Engineering Design -- 9th Grade – 12th Grade | None |
| Architectural Design I -- 10th Grade – 12th Grade | None |
| Computer Aided Design -- 10th Grade – 12th Grade | None |
| Auto CAD – (CTE) | None |
| Woods -- 9th Grade – 12th Grade | None |
| Advanced Woods (CTE) -- 10th Grade – 12th Grade | C grade in Woods |
| Fashion Merchandizing (CTE) -- 10th Grade – 12th Grade | None |
| Retail Marketing (CTE) -- 10th Grade – 12th Grade | None |
| Stagecraft Technology (CTE) -- 10th Grade – 12th Grade | None |
| Sound Production (CTE) --10th Grade – 12th Grade | None |
| Small Business Management (CTE) -- 10th Grade – 12th Grade | None |
| Film and Video Production (CTE) -- 10th Grade – 12th Grade | None |
| Computer Keyboarding/Applications -- 9th Grade – 12th Grade | None |
| Advanced Computer Applications -- 9th Grade – 12th Grade | None |
| Computer Pro.(BASIC) (P)-- 9th Grade – 12th Grade | C/better in Alg. 1 |
| Java Computer Programming -- 10th Grade – 12th Grade | B/better in Geometry, teacher approval & Alg.2 or above |
| AP Computer Science (P) -- 10th Grade – 12th Grade | B/better Java program |
| P = College Prep Course |  |

**Engineering Design** Year Course

Engineering Design is devoted to those principles and processes which are considered basic to the field of mechanical drawing and therefore appCTEriate for all students irrespective of their specialization. It is designed to help the student to learn to visualize in three dimensions, to develop and strengthen their technical imagination, to think precisely, to read and write the language of the industries, and to gain experience in making working drawings according to modern commercial practice.

**Architectural Design** Year Course

This is a year course which includes the study of architectural principles and standards through working drawings. The course is designed with an emphasis on planning, detailing and C.A.D. application. Prerequisite: C Grade in Drafting or Teacher Approval

**Computer Aided Design** Year Course

This is a year course that is designed to help the students learn to visualize in both two and three dimensions, to develop and strengthen their technical imagination, to read and write the language of the industry. To gain experience in making working drawings. An introduction to C.A.D. drafting will be incorporated. Prerequisite: C Grade in Drafting or Teacher Approval

**CTE Auto CAD** Year Course

This course enables students to examine a broad selection of occupational choices.  The course covers drafting and architectural skills including: sketching, tool usage, measuring, orthographic projection, assembly and detail drawing, floor plans and interior design.  Students also have the opportunity to increase their skills through the use of computer-aided design software.

**Woods** Year Course

This course is a beginning woods class. Safety factors are strongly stressed, along with the fundamental use of both hand and power tools. Required projects are completed by the students, giving them a variety of tools and ideas to study. Quizzes and tests are given on the material covered.

**Advanced Woods** Year Course

This R.O.P. course is a year-long course that is a follow up to the beginning woods class. Safety factors will be strongly emphasized including a review of basic principles and the introduction of new methodologies and techniques related to the advance application of power tools. This course is project driven where the students work on teams and accomplish a product used by organizations and the community. The projects are designed to relate closely with industry, technology, and school to work goals. Projects are submitted to the school either by staff or outside agencies and the students are teamed to meet the customer’s needs and complete the project. Students often are involved in the design process of the project and need to select the pCTEer materials and methods of construction to complete the process. The standard for grading is based on the student’s ability to pCTEerly operate equipment, efficiency and quality of the project. Heavy emphasis is placed on dimensional accuracy, and customer satisfaction. Individual power tool instruction is given at all times to insure both quality and safety. Prerequisite: C Grade or Better in Woods and 16 Years of Age (Special permission is available for 15 years of age students.)

**Fashion Merchandising (CTE)** Year Course

This course is designed to provide students with competencies necessary for entry-level employment in fashion and retail marketing occupations.  Students will acquire knowledge of the history of fashion, fashion trends, fashion coordination, sales promotions, cash register training and basic sales techniques.  Training will include hands-on experience in a merchandising setting.  Students will train for one or more of the following job titles: customer service associate, general sales associate, assistant fashion coordinator, and assistant displayer of merchandise.

**Retail Marketing (CTE)** Year Course

This course will provide students with opportunities to prepare for and achieve career objectives in selected retail sales occupations.  Learning experiences are designed to lead to employment and/or advancement of individuals in retail sales occupations.  Training will include hands-on experience in the retail setting.  Students will train for one or more of the following job titles:  cashier-wrapper, customer service associate, general sales person, stock or storeroom associate, assistant buyer.

**Stagecraft Technology (CTE)** Year Course

This course prepares students for entry-level jobs in the theatrical production industry.  Hands-on training helps students gain necessary skills and knowledge to perform the many tasks involved in theater productions.  Students learn set design, lighting principles, duties of occupations in theater production, pCTEs, sound, and special effects.  Job titles that may be taught include: Set Decorator, Special Effects Specialist, Grip, Lighting Technician, PCTEerty Coordinator, and Sound Controller.

**Sound Production (CTE)** Year Course

This course trains students in the audio technology industry utilizing a studio environment. Students will analyze the roles and functions of pre-production, production, and post-production activities as it applies to audio technology and the use of related hardware and software. Students will learn the basic elements of music and sound theory, studio processes, and organizational structure. The course also introduces students in operating the audio console, MIDI devices, signal flow, micCTEhones, and digital editing software. Students will develop critical listening skills to evaluate the effectiveness and quality of the final recorded product. They will apply their knowledge of equipment, technical, and creative skills that are needed for highly specialized industry demands in the recording arts. This course requires hours outside of the classroom in recording studio, editing, designing live sound reinforcement for school and/or community projects, under the supervision of the instructor. Students may also be placed in community classroom worksites and/or paid employment within the recording industry.

**Film and Video Production (P) (CTE)**  Year Course

This comprehensive course is designed to introduce students to concepts and principles used in film and video production.  Students will learn historical perspectives and analyze American film and television from a variety of artistic works.  The course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio and techniques of editing.  In addition, students will have opportunities to learn the skills necessary for jobs within the industry such as: producer, director, art director, set design, camera operator, script supervisor, editor, etc.  On-the-job training is provided through organized school/district activities and internships in commercial studios, production companies and cable television.  In some cases, students receive paid employment in the film and television industry while enrolled in the course.

**Small Business Management** Year Course

This R.O.P. course provides the students with essential skills for starting and operating a small business. Areas of study include business opportunities, salesmanship, business plans, sales promotion, marketing, management, financial planning, legal requirements, and insurance. Students operate a student store. Prerequisite: Teacher Approval and 16 Years of Age

**Computer Keyboarding/Applications** Year Course

Computer Keyboarding is covered in the first semester and is designed to develop touch keyboarding skills and to improve speed and accuracy. Students will learn to type such documents as personal and business letters, memorandums, and reports using IBM-compatible computers. Computer Applications is covered in the second semester and is designed to introduce students to word processing, database, and spreadsheets using various software packages.

**Advanced Computer Applications** Year Course

This course gives the student the opportunity to increase computer skills for today’s competitive job market. Based on prior classes, students review the basics of database management, spreadsheet, word processing and/or electronic publishing. Students then develop web site models, projects, simulations, or real world situations applying appCTEriate computer solutions.

**BASIC Computer Programming** (CSF-II) Year Course

BASIC Computer Programming is a one-year course that enables students to write computer programs in the BASIC language. Topics will include flowchart design, loops, arrays, sorting algorithms and graphics. Prerequisite: C or Better in One Semester of Algebra 1

**Java Computer Programming** (CSF-II) Year Course

Java Computer Programming is a one-year course designed to enable students to develop skills in writing computer programs in the Java language. Topics will include an introduction to hardware, software development, object-oriented programming, web page design, Java classes, objects and methods, Java syntax, primitive data types, strings, loops, arrays, searching and sorting. Prerequisite: B or better in Geometry or above or teacher approval. Co-requisite: Algebra 2 or Above

**AP Computer Science** (CSF-II) Year Course

Computer Science AP is a one year course designed to prepare students for the AP Computer Science AB exam. The course will emphasize programming methodology, algorithms and data structures. Prerequisite: B or Better in Both Java Programming and Algebra 2

**DEPARTMENTAL CLASSES**

|  |  |
| --- | --- |
| **Course** | **Prerequisites** |
| Beginning Speech -- 9th Grade – 12th Grade | None |
| Advanced Speech -- 9th Grade – 12th Grade | Counselor/teacher approval |
| Oral Interpretation -- 9th Grade – 12th Grade | Counselor/teacher approval |
| Leadership -- 9th Grade – 12th Grade | Teacher approval |
| Yearbook -- 9th Grade – 12th Grade | Teacher approval |
| Journalism (P) -- 9th Grade – 12th Grade | Teacher approval |
| Peer Helping I -- 9th Grade – 12th Grade | Application and/or teacher approval |
| Peer Helping II -- 10th Grade – 12th Grade | Peer Helping I and teacher approval |
| Peer Helping III -- 11th Grade – 12th Grade | Peer Helping I & II and teacher approval |
| CTE -- 11th Grade – 12th Grade | Age 16 or Counselor’s approval |
| Library Aide -- 9th Grade – 12th Grade | Librarian's approval |
| Office Aide -- 9th Grade – 12th Grade | Teacher/Counselor approval |
| Work Experience -- 10th Grade – 12th Grade | Enrollment in CTE Course |
| P = College Prep Course |  |

**Beginning Speech** (CSF -II) Year Course

Beginning students will be introduced to basic speech techniques, such as speech organization and content, audience analysis, oral delivery (including focus on articulation, enunciation, voice projection, reducing speech anxiety, etc.). Students will give speeches to inform, persuade, demonstrate, and interpret. The variety of speeches will include both prepared and extemporaneous/impromptu speeches. Students will also learn basic parliamentary procedure through Student Congress and basic techniques through modified debates. The purpose of the class will be to help the students develop confidence in speaking before a group. Students will have the opportunity to participate in novice speech tournaments and to become members of the Speech/Debate Team. Participation in tournaments is voluntary, although students will be encouraged to attend Package Deal, Fall Novice, Spring Novice, and/or Novice championship Tournaments. Students who opt to compete at tournaments will be expected to help with team fund- raising efforts. Prerequisite: None

**Advanced Speech** (CSF-II) Year Course

Advanced Speech students will use class time to prepare, practice, present, critique, and evaluate their individual events for competition. An emphasis will be placed on critique and evaluation of team members’ events. Varsity speakers will be expected to assist Novice and Junior Varsity speakers in developing and refining their events. Class requirements will include class assignments related to preparation for tournament events as well as competition at League tournaments. (Novices must compete at Package Deal, Fall Novice, Spring Novice, and Novice Championships. Varsity must compete at Fall Varsity, Spring Varsity, State Quals, as well as judging at novice tournaments.) The team will fundraise to raise money for entry fees for league tournaments. Participation in College Invitationals will be voluntary and entry fees will be paid by the students. Class enrollment is required for participation on the team, with few exceptions related to class conflicts such as Band, Freshman Basketball, and Swimming. Students with conflicts will be expected to schedule regular meetings with the Speech Coach outside of class time (during 6th period or after school) in order to go over individual events and share information related to upcoming tournaments. Prerequisite: Teacher Approval

**Oral Interpretation** (CSF-II) Year Course

Oral Interpretation is the art of reading, analyzing and interpreting drama, prose, and poetry through the use of voice and body. This course will offer students opportunities to interpret published works as well as to study rhetoric to create and enhance their own works for performance. Students will also be critically assessing and analyzing oral interpretations by professional performers and speakers. In addition, the course offers students a chance to perform outside the classroom at community and school-sponsored events. Note: Students may be required to attend and participate in events held outside of school hours.

**Leadership** Year Course

This course is designed to handle the business of student activities. The purpose of the leadership class is to have an increased awareness of current student activities, and the efficient operation of a student government. Only elected and selected student officers are eligible. Prerequisite: Teacher Approval

**Yearbook** Year Course

This course is devoted entirely to yearbook production. Its main purpose is to publish the student yearbook. Students in small groups will learn layout; photography; discuss format and style for writing copy and captions; read page proofs; make dummy layouts; input pages and copy into computers using MAC Pagemaker; arrange for distribution; and set up a schedule for selling ads. Prerequisite: Teacher Approval

**Journalism** (CSF-II) Year Course

Students will study writing for a newspaper, including the ethics and the laws of such writing. Emphasis will be placed on gathering information, interviewing, writing, editing and typing copy. Different news writing modes will be stressed, as well as the pCTEer solicitation of advertisements. Prerequisite: Teacher Approval

**Peer Helping I** Year Course

Peer Helping I is the foundation of the Peer Support Program designed to provide training, experiences and supervision for students who wish to become Peer Helpers. Students will receive information and training that will enable them to assist their peers to deal with topics such as peer pressure, alcohol, tobacco, personal loss, stress, depression, dating and conflict resolution. The curriculum includes training in decision making, communication, and helping and self-awareness skills. Students learn to handle problems thoughtfully and learn techniques for referring students to appCTEriate adult resources. Students enrolled in the first year course provide low risk peer support such as new student orientation, conflict mediation, big brother/big sister relationship and academic support. Prerequisite: Application Process and/or Teacher Approval

**Peer Helping II** Year Course

The second year course provides more advanced instruction as well as on the job training. Students will have a supervised caseload of individual students with whom they interact on a weekly basis. They will also work under supervision outside of the school site at elementary and middle schools as well as local community agencies. Prerequisite: Peer Helping I and Teacher Approval

**Library Aide** Semester Course

Students will be given instruction and opportunities for practical experience in all phases of library procedures and operation, and will be given opportunities to become proficient in using library resources, books, and media. Regular attendance and willingness to assist in the efficient operation of the Media Center is required. Prerequisite: Librarian's Approval

**Office Aide** Semester Course

Students wishing to have firsthand experience with preparation for office positions may find this an interesting elective. Students will assist staff in the offices in many important ways. Excellent attendance, responsible behavior and interest in detailed work are essential. Prerequisite: Teacher/Counselor Approval

**SPECIAL EDUCATION**

Students who have been tested and approved are enrolled in special education classes according to their IEP’s.

*Created on April 5, 2011 - Last updated on March 26, 2015*