



GABRIELINO HIGH SCHOOL
COURSE OF STUDY 2018-2019

1327 S. San Gabriel Blvd., San Gabriel, CA 91776

Welcome to Gabrielino High School!

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
Visual and Performing Arts, 1 year	10 units
Other Electives.....	<u>70 units</u>
	Total 210 units

Disclosure:

The San Gabriel Unified School District prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status or pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics at any district school, school activity, program and/or employment. All inquiries or concerns regarding discrimination, equity and Title IX complaints or issues should be directed to the Deputy Superintendent of Educational Services (Discrimination/Equity and Title IX Coordinator) at (616) 451-5400, 408 Junipero Serra Dr., San Gabriel, CA 91776.

CALIFORNIA STATE STANDARDS

All Gabrielino courses are aligned to the California State Standards (known nationally as the “Common Core”). All science courses are aligned with the Next Generation Science Standards. Per district policy the International Society for Technology in Education Standards are infused throughout all classes.

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 SCHOLARSHIP FEDERATION: The Code CSF-I, CSF-II and CSF-III designates List I courses, List II courses, and Lists III courses, as defined in the CSF State Constitution. In order to qualify for CSF, a student must enroll in a minimum of one course in List I, one course in List II and a third course from any list (List I, List II, or List III). Qualifying students must earn a minimum of ten (10) CSF points per semester, using a maximum of five courses. CSF points are awarded as follows: grade of A = 3 CSF points, grade of B = 1 CSF point, one additional point shall be granted for a grade of A or B in AP or Honors, up to a maximum of two such points per semester, grade of D or F in any course disqualifies student from membership. CSF points awarded for courses taken in college are proportional 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.

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 pre-requisites 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. 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.

ENGLISH DEPARTMENT

NINTH GRADE COURSE OPTIONS:	GRADE LEVEL	PRE-REQUISITE:
English 1(P)	9th Grade	None
English 1 Honors (P)	9th Grade	Must Qualify
TENTH GRADE COURSE OPTIONS:		PRE-REQUISITE:
English 2 (P)	10th Grade	None
English 2 Honors	10th Grade	Must qualify
ELEVENTH GRADE COURSE OPTIONS:		PRE-REQUISITE:
English 3 (P)	11th Grade	None
English Language AP (P)	11th Grade	Must qualify
TWELFTH GRADE COURSE OPTIONS:		PRE-REQUISITE:
English 4 (P)	12th Grade	None
English Literature AP (P)	12th Grade	Must qualify
LANGUAGE DEVELOPMENT COURSE OPTIONS:		PRE-REQUISITE:
ELD 1	9 th -12 th Grade	Identified Students
ELD 2, 3, and 4	9 th -12 th Grade	Identified Students
L-TEL Course	9 th -12 th Grade	Identified Students

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 Language Arts must be taken and passed each year of high school.

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 many genres. The literature is discussed in such a way the students can derive individual meaning from it and relate it to their own lives while making meaningful, universal connections. Pre-requisite: None

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. The literature is discussed in such a way the students can derive individual meaning from it and relate it to their own lives while making meaningful, universal connections. Pre-requisite: 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. Students read and respond to informational texts, which culminates in many activities, including a formal research paper. Further, this course seeks to enlarge the students' understanding of a culturally diverse world. Pre-requisite: None

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. Students read and respond to informational texts, which culminates in many activities, including a formal research paper. Active participation, both independently and collaboratively, is essential. Pre-requisite: 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 appropriate. Further, this course seeks to prepare all students for a complex technological future. Pre-requisite: None

English AP Language and Composition (CSF-II)

Year Course

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. Pre-requisite: Must Qualify

English 4 (CSF-I)

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. Pre-requisite: None

English AP Literature (CSF-I)

Year Course

This course is designed to challenge and enhance students' critical reading and writing skills. 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 various texts, both classical and modern, and students will gain an understanding of how literature reflects the human experience. Students will analyze literature on a more sophisticated level than in the regular college prep English course. Prerequisite: Must Qualify

ELD 1 (CSF-III)

Year Course

ELD 1 is a two-period for Newcomers who score 1— Minimally Developed, or Emerging proficiency level as described in the CA ELD Standards.on the ELPAC assessment test. ELD 1 is a year-long placement and cannot be repeated for a second year. If a student enrolls for a partial first year, then if a student’s skill level determines it is needed, a student may re-enroll in class so as to be exposed to the full year of curriculum. The class replaces a regular English Language Arts class.

ELD 2, 3, and 4 (CSF-III)

Year Course

The ELD 2, 3, and 4 courses supplement a student’s academic day with support. All students enrolled in the ELD 2, 3, or 4 classes are also enrolled in a regular grade-level appropriate English Language Arts class. Students in one of these support classes have not been reclassified and have scored a level 2, 3, or 4 on the ELPAC or “Expanding” or “Bridging” proficiency levels as described in the CA ELD Standards on the ELPAC.

FOREIGN LANGUAGE DEPARTMENT

SPANISH COURSE OFFERINGS	GRADE LEVEL	PRE-REQUISITE
Spanish 1 (P)	9 th Grade – 12 th Grade	None
Spanish 2 (P)	9 th Grade – 12 th Grade	C grade in Spanish 1
Spanish 3 (P)	10 th Grade – 12 th Grade	C grade in Spanish 2
Spanish AP (P)	10 th Grade – 12 th Grade	Must Qualify
Spanish for Spanish Speakers 2	9 th and 10 th grade	Must Qualify
Spanish for Spanish Speakers 3	10 th Grade – 12 th Grade	Must Qualify
CHINESE COURSE OFFERINGS	GRADE LEVEL	PRE-REQUISITE
Mandarin 1(P)	9 th Grade – 12 th Grade	None
Mandarin 2(P)	9 th Grade – 12 th Grade	C grade in Mandarin 1
Mandarin 3(P)	9 th Grade – 12 th Grade	C grade in Mandarin 2
Mandarin 4 (P)	10 th Grade – 12 th Grade	C grade in Mandarin 3
AP Chinese (P)	10 th Grade – 12 th Grade	Must Qualify
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. Pre-requisite: None

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. Pre-requisite: 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. Pre-requisite: C Grade in Spanish 2

AP Spanish (CSF-I)

Year Course

This fourth year of Spanish 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. Pre-requisite: C Grade in Spanish 3

Spanish for Spanish Speakers 2 (CSF-I)

Year Course

This college preparatory course is designed for native speakers of Spanish. The course will develop students' reading, listening, writing, and speaking skills in Spanish. Students will study Hispanic history and culture, as well as the political and socio-economic issues facing the Spanish-speaking world. Reading comprehension and composition complement the study of grammatical concepts in the Spanish language. Emphasis will be placed on expanding vocabulary through reading short stories and articles. Writing assignments for this course will focus on the advanced paragraph and the three paragraph essay. Students are expected to participate orally through debates, oral presentations, demonstrations, and speeches.

Introduction to Chinese (CSF-III)

2 Different Semester Courses

Introduction to Chinese course is designed for students who are interested in learning Chinese culture, acquiring basic Chinese conversational skills, appreciating the diversity of cultural concepts, and having greater insight into Chinese-speaking communities. The course provides students an opportunity to learn content knowledge by discussing Chinese literature, calligraphy, art, music, films, pop culture, or other humanities. Additionally, it prepares students to acquire practical vocabulary for everyday life and conversational skills in formal and informal settings. Through this course, students can increase familiarity with Chinese-speaking culture in order to respond and communicate in a culturally appropriate manner.

Chinese Heritage (CSF-III)

Year Course

This course is to strengthen Chinese Heritage students' literature, literacy, and linguistic study. Students will be introduced to authentic materials: short literary pieces, poems, films, Chinese history, current issues as well as personal and social events which can enhance students' own understanding and perspectives of Chinese culture. It promotes academic rigor through the use of high-order thinking skills, active reasoning, and challenging as well as collaborative tasks. Students can acquire critical thinking and analytical skills in conjunction with cultural study. Therefore, students can make stronger connections to their own values, beliefs, and experiences. The course allows students to reach a higher level of proficiency in the target language and pursue their personal and professional goals.

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. Pre-requisite: 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. Pre-requisite: 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 (CSF-I)

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. Pre-requisite: Chinese Level 4 or Equivalent Level of skill as determined by AP Chinese instructor.

MATHEMATICS DEPARTMENT

Math Course Options	GRADE LEVEL	PRE-REQUISITES
Algebra Readiness (P)	9 th and 10 th Grade	Placement determined through academic data
Algebra 1 (P)	9 th and 10 th Grade	Placement determined through academic data or C grade or higher in Algebra Readiness
Geometry (P)	9 th and 10 th Grade	C or better grade in Algebra 1
Geometry Honors (P)	9 th and 10 th Grade	A grade in Algebra 1 and additional measurements
Algebra 2 (P)	9 th and 10 th Grade	C grade or better in Geometry
Algebra 2 Honors (P)	9 th Grade-11 th Grade	A grade in Geometry / B or better in H Geometry and Additional Measurements
Pre-Calculus (P)	9 th and 10 th Grade	C or better in Algebra 2
Pre-Calculus Honors (P)	9 th and 10 th Grade	A grade in Algebra 2 / B or better in Algebra 2 Honors and Additional Measurements
Calculus (P)	10 th - 12 th Grade	C or better in Pre-Calculus
AP Calculus AB (P)	11 th and 12 th Grade	B grade or better in Pre-Cal. Honors and Additional Measurements
AP Calculus BC (P)	11 th and 12 th Grade	C grade in AP Calculus AB or B grade in Pre-Calculus Honors or C Grade in Calculus
Statistics (P)	11 th and 12 th Grade	None
AP Statistics (P)	11 th and 12 th Grade	Completion of Pre-Calculus
Intro to Statistics	11 th and 12 th Grade	D Grade or better in Algebra
Finance	11 th and 12 th Grade	D Grade or better in Algebra
P = College Prep Course		

Algebra Readiness

Year Course

This course is designed to prepare ninth and tenth grade students to be successful in Algebra I course. Students will re-visit foundational skills not mastered in previous mathematics courses. Some of the topics covered are Number Sense, Fractions, Equations, Coordinate Plane, etc. Pre-requisite: Placement determined through academic data.

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. Pre-requisite: Placement determined through academic data or C grade or higher in Algebra Readiness.

Geometry (CSF-I)

Year Course

Logical reasoning is emphasized. Geometry is the branch of mathematics that deals with space relationships, especially in the properties and measurement of points, lines, angles, surfaces, and solids. The course is mainly plane geometry with some solid geometry included. Pre-requisite: C or better 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 emphasis in critical thinking and investigation of properties. Pre-requisite: A grade in Algebra 1 and additional measurements

Algebra 2 (CSF-I)

Year Course

This course covers the traditional second year topics, plus logarithms, 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. Pre-requisite: 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. Pre-requisite: A grade in Geometry / B or better in H Geometry and Additional Measurements

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. Pre-requisite: C Grade in Algebra 2

Pre-Calculus Honors (CSF-I)

Year Course

This is an accelerated course designed to prepare students for AP Calculus AB or BC. Topics include all aspects of trigonometry, functions, graphs, graphing techniques, polynomial and rational functions, exponential and logarithmic functions, and systems of equations and inequalities. Topics also include differential and integral calculus. Pre-requisite: A grade in Algebra 2 / B or better in Algebra 2 Honors and Additional Measurements

Calculus (CSF-I)

Year Course

This course is for students who wish to learn calculus for business, economics, life science and social science applications. The course is to introduce the non-math major to differentiation and integration for the purpose of a smooth transition into basic calculus courses they will take in college. 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. Pre-requisite: C Grade in Pre-Calculus.

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. Pre-requisite: B grade or better in Pre-Cal. Honors and Additional Measurements

AP Calculus BC (CSF-I)

Year Course

This course is a continuation of the AP Calculus AB curriculum. It includes all the limit, derivatives, and integral problems along with their applications from the previous course and additionally includes length of curves, power series, Taylor series, parametric, vector, and polar functions. The AP Test is a requirement for taking the course. Pre-requisite: C Grade or better in AP Calculus AB or B Grade or better in Pre-Calculus Honors (with data from all benchmarks).

Statistics (CSF-I)

Year Course

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. Pre-requisites: C or better in algebra 2.

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. Geoff just came down and said that he is okay with students currently in Hon Geom, and doing well, to take AP Stats in 10th grade concurrently with Algebra 2. Pre-requisite: Completion of Pre-Calculus

Intro to Statistics (CSF-II)

Each Course a Semester

Intro to Stats/Finance is for juniors and seniors struggling to meet the math graduation requirement. Students earning Cs or higher in Algebra 1/Geometry should continue on the AGA pathway (algebra 1, geometry, algebra 2 pathway.)The Intro to Statistics course and the Finance Course are designed for seniors and juniors who passed Algebra with a D. Students who enroll in Gabrielino's Intro to Statistics or Finance courses and complete the course with a D or better will receive five credits that will count towards graduation; the course is aligned with the California State Standards. In the Finance course, students will learn how to compute a budget and how to use math to be fiscally responsible and emphasizes understanding the principles of data collection and analysis rather than theory. The Finance course will include a test prep portion for the Community College placement test and will be paired with the new semester-long Finance course. Intro to Statistics is a course that assumes no prior knowledge of statistics but does assume some knowledge of high school algebra. Basic statistical concepts and methods are presented in a manner that emphasizes understanding the principles of data collection and analysis rather than theory. Much of the course will be devoted to discussions of how statistics is commonly used in the real world. Prerequisite: A grade of 'D' or better in algebra

FINE AND PERFORMING ARTS DEPARTMENT

ART COURSE OPTIONS	GRADE LEVEL	PRE-REQUISITES
Introduction to Art (P)	9 th Grade – 12 th Grade	None
Printmaking – 9 th Grade	9 th Grade – 12 th Grade	Intro. to Art
Ceramics (P)	10 th Grade – 12 th Grade	Intro. to Art
Advanced Ceramics (P)	11 th Grade & 12 th Grade	Ceramics
Drawing & Painting (P)	10 th Grade – 12 th Grade	Intro. to Art
Adv. Drawing/Paint. (P)	10 th Grade – 12 th Grade	Intro. to Art and an Upper Division Visual Arts
Art in Motion (P)	9 th Grade – 12 th Grade	Intro. to Art
Art in Motion 2 (P)	9 th Grade – 12 th Grade	Art in Motion
Sculpture (P)	9 th Grade – 12 th Grade	Intro. to Art and an Upper Division Visual Arts
AP Studio Art: 2D (P)	10 th Grade – 12 th Grade	Intro. to Art
AP Studio Art: 3D (P)	10 th Grade – 12 th Grade	Intro. to Art and an Upper Division Visual Arts
AP Studio Art: Drawing (P)	10 th Grade – 12 th Grade	Intro. to Art and an Upper Division Visual Arts
Graphic Design (P) (CTE)	11 th Grade & 12 th Grade	Intro. to Art
MUSIC COURSE OFFERINGS	GRADE LEVEL	PRE-REQUISITES
Jazz Band (P)	9 th Grade – 12 th Grade	Must Qualify
Marching Band (P)	9 th Grade – 12 th Grade	Must Qualify
Pageantry Units (P)	9 th Grade – 12 th Grade	Must Qualify
Concert Band (P)	9 th Grade – 12 th Grade	Must Qualify
Orchestra (P)	9 th Grade – 12 th Grade	Must Qualify

VOCAL COURSE OFFERINGS	GRADE LEVEL	PRE-REQUISITES
Vocal Ensemble (P)	9 th Grade – 12 th Grade	None
Women’s Chorus (P)	9 th Grade – 12 th Grade	Vocal Ensemble or permission of instructor
Concert Choir (P)	10 th Grade – 12 th Grade	Vocal Ensemble or permission of instructor
Chamber Choir (P)	10 th Grade – 12 th Grade	Vocal Ensemble or permission of instructor
THEATER COURSE OFFERINGS	GRADE LEVEL	PRE-REQUISITES
Drama (P)	9 th Grade – 12 th Grade	None
Advanced Drama (P) (CTE)	9 th Grade – 12 th Grade	None
Music Appreciation	9 th Grade – 12 th Grade	None
P = College Prep Course		

Introduction to Art (CSF-III)

Year Course

Introduction to Art is a broad survey course that provides students with the basic skills, techniques, vocabulary, and artistic mind set to be successful in advanced courses. Students will explore art concepts while creating original works of art in a variety of media and techniques (drawing, painting, sculpture, printmaking, and collage). This course serves as a pre-requisite for all other art courses.

Art in Motion (CSF-III)

Year Course

Art in Motion is a video class featuring projects using stop-motion animation, video editing, and installation. Students work on Mac computers editing and animating video and sound. Group projects or class projects are common. This class builds upon the art knowledge gained from Intro into a digital realm. Pre-requisite: Introduction to Art

Art in Motion 2 (CSF-III)

Year Course

Art in Motion II is a video class that allows students to further their study of video art after Art in Motion I. While Art in Motion 1 was teacher guided, Art in Motion 2 is more self-directed. In this class, students propose and create two larger video projects per semester. Pre-requisite: Art in Motion

Ceramics (CSF-III)

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. Pre-requisite: Introduction to Art

Advanced Ceramics (CSF-III)

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. Pre-requisite: Ceramics

Drawing and Painting (CSF-III)

Year Course

The goal of the Drawing and Painting class is to assist the student in developing and refining technical skills while exploring historical, multicultural and contemporary themes. Students in the Drawing and Painting class create art using traditional and digital media. Pre-requisite: Introduction to Art, or one year of middle school visual art with an A or B.

Prerequisite: Introduction to Art

Advanced Drawing and Painting (CSF-III)

Year Course

Advanced Drawing and Painting is a studio based art course designed to support the serious art student in developing his/her portfolio. Students develop initiative and build confidence by researching and proposing his/her own projects. Prerequisite: Introduction to Art, and at least one upper division art class.

Sculpture (P) (CSF-III)

Year Course

Sculpture is the 3D version of Advanced Drawing and Painting. Students in the Sculpture class work primarily with the element of space and the principle of balance. Sculpture projects are constructed from a variety of materials that include clay, plaster, wood, wire, cardboard and paper maché. Prerequisite: Introduction to Art, or one year of middle school visual art with an A or B.

Prerequisite: Intro to Art

Printmaking (CSF-III)

Year Course

Printmaking is an advanced 2D studio art course focused on the medium of Printmaking. Students will explore relief printing techniques, intaglio printing, and screen printing. This course improves students' understanding of compositional space and use of color. Pre-requisite: Introduction to Art

Graphic Design Basics (CTE) (CSF-III)

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. Pre-requisite: Introduction to Art.

AP Studio Art: 2D (CSF-III)

Year Course

AP Studio Art: 2D is a portfolio-based college-level course. Students create individual art pieces that are submitted to the College Board for evaluation. Students receive one-on-one feedback and are expected to work independently. This course focuses on students' ability to use compositional space successfully. Work is assessed on its ability to successfully use the elements of art and the principles of design. Common media include: drawing, painting, printmaking, collage. Required pre-requisite: Introduction to Art; Have already taken at least one other upper division art course, and/or taking a second upper division art course concurrently. Recommended: have taken or concurrently take Graphic Design or Printmaking. Summer work is assigned.

AP Studio Art: 3D (CSF-III)

Year Course

AP Studio Art: 2D is a portfolio-based college-level course. Students create individual art pieces that are submitted to the College Board for evaluation. Students receive one-on-one feedback and are expected to work independently. This course is focused on students' ability to use volume, negative space, and movement successfully. Work is assessed on its successful use of the elements of art and the principles of design, as they relate to sculpture. Required pre-requisite: Introduction to Art; Have already taken at least one other upper division art course, and/or taking a second upper division art course concurrently. Recommended: 3D Design, have taken or concurrently take Ceramics or Sculpture. Summer work is assigned.

AP Studio Art: Drawing (CSF-III)

Year Course

AP Studio Art: Drawing is a portfolio-based college-level course. Students create individual art pieces that are submitted to the College Board for evaluation. Students receive one-on-one feedback and are expected to work independently. This course while similar to the 2D course, in that drawing and painting are common media, is assessed on the quality of the mark-making and the technical skills displayed. Required pre-requisite: Introduction to Art; Have already taken at least one other upper division art course, and/or taking a second upper division art course concurrently. Recommended: have taken or concurrently take Intermediate Drawing & Painting. Summer work is assigned.

Jazz Band (CSF-III)

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. 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 (CSF-III)

Semester Course

Students will receive extensive performance-oriented instruction in both music and marching. Pre-requisites: Two (2) to three (3) years participation in middle school or high school band; Students must be able to read printed sheet music for the instrument they intend to play in the ensemble. Auditions for chair placement will be held during summer band camp, and placement within the ensemble and section will be based on teacher approval. This class requires attendance at the summer band camp (approximately three weeks prior to the first day of school), after school rehearsals (Tuesday and Thursday evenings), Friday night and selected Saturday performances, as well as during the 0 period class meeting time. This class requires much effort, and outside rehearsal time and should only be for dedicated students.

Pageantry Units (CSF-III)

Semester Course

Students will receive extensive performance-oriented instruction in flags, weapon line (rifles and sabres), and dance. No prior experience necessary. Placement in the group based on teacher and instructor approval, attendance at summer rehearsals (beginning in June), attendance at the summer band camp (approximately three weeks prior to the first day of school), after school rehearsals (Tuesday and Thursday evenings) through December, Friday night and selected Saturday performances, as well as during the zero (0) period class meeting time. This class requires much effort, and outside rehearsal time and should only be for dedicated students.

Concert Band (CSF-III)

Year Course

Two (2) to three (3) years participation in middle school or high school band. Students must be able to read printed sheet music for the instrument they intend to play in the ensemble. Auditions for chair placement will be held during the second week of the school year, and placement within the ensemble and section will be based on teacher approval. Prerequisite: Must Qualify

String Orchestra (CSF-III)

Year Course

The orchestra consists of string instruments (violin, viola, cello, bass). Two (2) to three (3) years participation in middle school or high school orchestra. Students must be able to read printed sheet music for the instrument they intend to play in the ensemble. Auditions for chair placement will be held during the second week of the school year, and placement within the ensemble and section will be based on teacher approval. Prerequisite: Must Qualify

Vocal Ensemble (CSF-III)

Year Course

The chorus instructs the beginning singer in all elements of techniques of proper 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 in preparation for concert performances. Students in Vocal Ensemble are expected to participate in one evening concert each quarter as a major part of their grade. Prerequisite: None

Women's Chorus (CSF-III)

Year Course

This course is offered to female students as continuation in the choral sequence. The core curriculum is a deeper exploration of vocal technique, music theory, and music history through the study of a wide variety of choral music written for women's voices. Students in Women's Chorus are expected to participate in one evening concert each quarter and festivals as a major part of their grade. Prerequisite: Audition and consent of instructor only.

Concert Choir (CSF-III)

Year Course

This course is offered to male & female students as continuation in the choral sequence. The core curriculum is a deeper exploration of vocal technique, music theory, and music history through the study of a wide variety of choral music written for mixed voices. Students in Concert Choir are expected to participate in one evening concert each quarter and festivals as a major part of their grade. Prerequisite: Audition and consent of instructor only.

Chamber Choir (CSF-III)

Year Course

This is a year-long, upper-level performance opportunity offered to experienced music students who are accomplished in vocal performance. Students will continue to develop vocal technique and musicianship as well as develop critical thinking skills through the analysis of musical elements, including form and text. Students are expected to participate in one evening concert each quarter as a major part of their grade as well as at festivals and a few other performance opportunities that arise throughout the year. Prerequisite: Audition and consent of instructor only.

Drama 1 (CTE) (CSF-III)

Year Course

Beginning Drama is an introductory course designed to establish basic, entry-level knowledge and skill sets. Students will develop basic acting skills through individual work, monologues, scene work, improvisation and rehearsals that will help them gain confidence when performing or public speaking that will last a lifetime. The course will expose students to various forms of theatrical production such as monologues, scenes, musicals, puppetry and masks as well as brief exposure to theater history & Shakespeare. Dramatic structure, genres and introductory script writing will also be covered. The course also orients students to common Theatre Arts industry systems and methods such as stage directions, theatre language and common careers. Students will also be introduced to various established acting methods and will watch and evaluate professional, working actors. Finally, students will learn how to critically think about and analyze productions and performances by critiquing each other's in-class performances and reviewing all Gabrielino Theatre Department productions. The course culminates with a final project which is usually a showcase. Part of CTE Drama Pathway.

Drama 2 (CTE) (CSF-III)

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. Advanced Drama is the capstone course of CTE Drama Pathway. Pre-requisite: Drama

Music Appreciation (CSF-II)

Year Course

Gabrielino's Music Appreciation course introduces students to the basics of music, such as melody, harmony, and rhythm. 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 Classical, Romantic, and 20th century and will also learn about exemplary composers. Gabrielino's Music Appreciation course also offers some instruction in Broadway musicals, jazz, rock 'n roll, and music in film.

PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION COURSE OPTIONS:	GRADE LEVEL	PRE-REQUISITE
9th Grade Co-ed PE	9 th Grade	None
Co-ed Physical Education	10 th Grade – 12 th Grade	None
Badminton	10 th Grade – 12 th Grade	None
Basketball	10 th Grade – 12 th Grade	None
Modified PE	9 th Grade – 12 th Grade	Counselor or Case Carrier approval
Cardio Rhythms	10 th Grade – 12 th Grade	None
Weight Training	10 th Grade – 12 th Grade	None
Athletics	9 th Grade – 12 th Grade	Coach's 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 appropriate 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

Year Course

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.

Cardio Rhythms

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.

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 proper exercise form and safety is, as well as proper 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' Golf, Girls' Volleyball; **Winter:** Girls' and Boys' Basketball, Girls' and Boys' Soccer, Girls' and Boys' Wrestling; **Spring:** Boys Volleyball, Baseball, Softball, Boys' Golf, Swimming, and Track and Field.

SCIENCE DEPARTMENT

LIFE SCIENCE COURSE OPTIONS	GRADE LEVEL	PRE-REQUISITES
Lab Biology (P) –	9 th Grade – 12 th Grade	Required for all ninth grade students
Intro to Biology –	9 th grade	Must Qualify
Honors Biology (P) –	9 th Grade – 12 th Grade	Must Qualify
AP Biology (P) –	11 th & 12 th Grade	Must Qualify
Chemistry (P) –	10 th Grade – 12 th Grade	Enrolled in algebra and a D grade or better in biology
PHYSICAL SCIENCE COURSE OPTIONS	GRADE LEVEL	PRE-REQUISITES
AP Chemistry (P)	10 th Grade – 12 th Grade	Must Qualify
Conceptual Physics (P)	11 th & 12 th Grade	D or better in biology; finished a year of chemistry (passing grade not required). D or better in chemistry.
AP Physics 1 (P)	11 th & 12 th Grade	A grade of ‘C’ or better in biology and chemistry.
AP Physics E & M	11 th & 12 th Grade	Must Qualify; Concurrent or previous enrollment in calculus
ELECTIVE SCIENCE COURSE OPTIONS	GRADE LEVEL	PRE-REQUISITES
AP Environmental Science (P)	11 th & 12 th Grade	Must Qualify; Completion of biology and chemistry with or C or better
Human Anatomy and Physiology (P)	11 th & 12 th Grade	Must Qualify; C in Biology and Chemistry
P = College Prep Course		

Biology (CSF-I)

Year Course

Biology is a one-year, comprehensive, investigation-oriented introduction to 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. Pre-requisite: None

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. Pre-requisite: 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. Pre-requisites: B Grade in Bio or Chemistry.

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. Pre-requisite: Biology

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. Pre-requisites 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.

Conceptual Physics (CSF-I)

Year Course

The Conceptual Physics course is designed for students who are interested in taking additional science electives, or for students who are not interested in taking chemistry. The course is aligned with the new Common Core Standards and the Next Generation Science Standards and provides students with 10 units of Physical Science Credit and is a college preparatory, laboratory science class that meets this course meets the CSU/UC 'd' Laboratory Science college entrance requirement. Conceptual Physics provides an integrated approach to physics content, instructional materials, and pedagogy. Students will develop scientific reasoning, scientific skills, and apply skills being learned in Algebra I. Conceptual physics is different from the traditional physics course because it is conceptually based and requires less computational mathematics. Topics include motion, energy, Newton's Laws and forces, sound and wave motion, and electricity and magnetism. Through inquiry labs, students explore their own notions about common physical phenomena, make observations, discuss observations with peers, practice data collection and graphing techniques, and apply some mathematical skills (solving equations, interpreting graphs, and reasoning proportionately) to explain observations. Conceptual physics can be taken concurrently with any AP science course, anatomy/physiology, or a re-take of chemistry.

Prerequisite: D or better in biology and algebra; enrolled in a year of chemistry.

Advanced Placement Physics 1 (CSF-I)

Year Course

Advanced Placement Physics 1 course is designed for advanced students ready for college-level physics who have successfully completed biology and chemistry. Students who enroll in Gabrielino's Advanced Placement Physics 1 course will receive five credits for each semester they complete successfully that will count towards graduation; the course is aligned with the new Common Core Standards and the Next Generation Science Standards. The Advanced Placement Physics 1 course provides students with 10 units of Physical Science Credit and meets this course meets the CSU/UC 'd' Laboratory Science college entrance requirement. AP Physics 1 is a third or fourth-year, laboratory science course that is equivalent to a first-semester, college-level, general physics course. This course covers in-depth kinematics, forces, circular motion and gravitation, work and energy, momentum, rotational motion, simple harmonic motion, and mechanical waves and sound. It also covers an introduction to electricity and circuits. Students are expected to apply specific science practices through group activities and laboratory work; per the College Board, the course requires 25 percent of instructional time will be spent in laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles. AP Physics 1 also provides students with the opportunity to engage in the AP Science practices which include: communicating scientific phenomena and solve problems using models and representations, appropriate use of mathematics, scientific questioning, planning and implementing data collection, analyzing and evaluating data, communicate scientific explanations and theories, and connect this knowledge across various scales and concepts. Students are expected to take the AP Physics 1 examination in the spring.

Prerequisite: A grade of 'C' or better in biology and chemistry.

AP Physics M& E (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. Pre-requisite: Concurrent enrollment in/ completion of Calculus

AP Environmental Science (CSF-I)

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 anthropogenic), 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. Pre-requisites: Completion of Biology and Chemistry.

Human Anatomy and Physiology (CSF-I)

Year Course

Human Anatomy and Physiology is a laboratory science course for students interested in studying the structure and function of the human body in detail. Most of the major body systems will be studied. Course activities include lecture, demonstrations, case studies, microscopic examination of human tissue, and dissections of cats and sheep hearts for the comparative study of the human body. Group presentations on current topics related to physiology and medical issues will also be required. Students will be expected to use proper laboratory skills in the handling of materials and equipment. The Anatomy and Physiology course provides students with 10 units of Life Science Credit and meets this course meets the CSU/UC 'd' Laboratory Science college entrance requirement. This course is designed for 11th grade students who are interested in Gabrielino's Sports Medicine CTE Pathway and Sports Medicine class. Pre-requisite: Biology and Chemistry.

SOCIAL SCIENCE DEPARTMENT

World History Course Options:	GRADE LEVEL	PRE-REQUISITE:
World History (P)	10th Grade	None
AP World History (P)	10th Grade	Must Qualify
Integrated World History (P)	10th Grade	Must Qualify
ELD World History	9 th – 12 th Grade	Must Qualify
U.S. History Course Options:	GRADE LEVEL	PRE-REQUISITE:
US History (P)	11th Grade	None
AP U.S. History (P)	11th Grade	Must Qualify
Integrated US History (P)	11th Grade	Must Qualify
Government Course Options:	GRADE LEVEL	PRE-REQUISITE:
Government (P)	12th Grade	None
AP Government (P)	12th Grade	Must Qualify
Integrated Government (P)	12th Grade	Must Qualify
Introduction to Government	9 th Grade-12 th Grade	Must Qualify
Economics Course Options:	GRADE LEVEL	PRE-REQUISITE:
Economics (P)	12th Grade	None
Integrated Economics (P)	12th Grade	Must Qualify
Introduction to Economics	9 th Grade-12 th Grade	Must Qualify
Elective Course Options:	GRADE LEVEL	PRE-REQUISITE:
Psychology (P)	11th & 12th Grade	11 th or 12 th Grade standing

World Geography (P)	11th & 12th Grade	11 th or 12 th Grade standing
AP European History (P)	10th-12 th Grade	Must Qualify

WORLD HISTORY (CSF-I)

Pre-requisite: None

Year Course

In this year-long College Prep course, students will develop a basic understanding of the world's history, geography, and culture. Content will cover the use and effects of power; the influence of Greco-Roman, Judeo-Christian, early British democracy, and Enlightenment ideas on the foundation of modern political, economic and social thought (including nationalist revolutions around the world); the causes and effects of the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, the rise of totalitarianism, World War II, and the Cold War. Students will be asked to write critically and to analyze and interpret significant primary source documents, literature, political cartoons, and to create and/or interpret geographical representations. Student use of technology is embedded into the course.

AP WORLD HISTORY (CSF-I)

Pre-requisite: Must Qualify

Year Course

This is a year-long, college-level course designed to explore the themes, patterns and events that laid the foundation for the modern world. The course covers events ranging from the origins of humanity and human cultures, patterns in world trade, advances in technology, and the major events that led to the creation of modern nations and the world today. This course moves at an accelerated pace; there is an emphasis on the analysis of historical evidence and the ability to express that understanding verbally and in writing. This course prepares students to take the Advanced Placement World History Examination offered through the College Board. Students are expected to take the AP exam associated with this course.

INTEGRATED WORLD HISTORY (P) (CSF-I) **Pre-requisite: Must Qualify**

Year Course

The curriculum for the Integrated World History Course is the same curriculum as the mainstream World History Course, although the methods of instruction are altered to meet the needs of English Language Learners. Students are placed in this course based on the recommendation of ELD teachers, counselors, and student input.

ELD WORLD HISTORY

Pre-requisite: Must Qualify

Year Course

The curriculum for the Integrated World History Course is the same curriculum as the mainstream World History Course, although the methods of instruction are altered to meet the needs of less advanced English Language Learners than Integrated World History. Students are placed in this course based on the recommendation of ELD teachers, counselors, and student input.

UNITED STATES HISTORY (CSF-I)

Year Course

In this year-long College Prep course, students will develop a basic understanding of United States history and its impact on society today. Content covered includes American history from European colonization through modern times. Units are based around major events or eras in American history, such as the Civil War or westward expansion. The course is structured chronologically, but several key themes are revisited and built upon throughout the year. These themes include the application of the principles set forth in the Declaration of Independence and Constitution, the role of race, ethnicity, and gender in American society, demographic changes in America, immigration, technological innovations, diplomacy, and America's changing role in world affairs. This class also analyzes how historians' interpretations of events have changed over time. Students will also be asked to write critically and identify, analyze, and interpret significant primary source documents, literature, political cartoons, and geographical information. **Pre-requisite: None**

AP UNITED STATES HISTORY (CSF-I)

Year Course

This is a year-long, college-level course, 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 (from the Age of Exploration to the present day), students will learn to assess, interpret, and weigh historical documentation. Although the course is structured in a chronological manner, several key themes are revisited and built upon throughout the year. These themes include the application of the principles set forth in the Declaration of Independence and Constitution, the role of race, ethnicity, and gender in American society, demographic changes in America, immigration, technological innovations, diplomacy, and America's changing role in world affairs. This class also analyzes how historians' interpretations of events have changed over time. Students will also be asked to write critically and interpret significant numbers of primary source documents. This course prepares students to take the Advanced Placement United States History Examination offered through the College Board. Students are expected to take the AP exam associated with this course. Pre-requisite: Must Qualify

INTEGRATED UNITED STATES HISTORY (CSF-I)

Year Course

The curriculum for the Integrated U.S. History Course is the same curriculum as the mainstream U.S. History Course, although the methods of instruction are altered to meet the needs of an English Language Learner. Students are placed in this course based on the recommendation of ELD teachers, counselors, and student input. Pre-requisite: Must Qualify

GOVERNMENT (CSF-I)

Semester Course

In this semester-long College Prep course, students will review and greatly expand their knowledge of American Government. Students will analyze the foundation and development of the scope of American government. Special emphasis is placed on the role the Constitution plays in everyday American life, and the basic structures and functions of government are covered in depth. This

course also prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Pre-requisite: None

AP GOVERNMENT (CSF-I)

Year Course

This year-long, college-level course is designed to give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and in depth analysis of the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. A major emphasis is placed on the Constitution, the Federal Government, and the responsibilities of citizens in the United States. This course prepares students to take the Advanced Placement U.S. Government & Politics Examination offered through the College Board. Students are expected to take the AP exam associated with this course. In addition, this course incorporates the same Economics content as the college preparatory Economics course, and fulfills the Economics graduation requirement. Pre-requisite: Must Qualify

INTEGRATED GOVERNMENT (P) (CSF-I)

Semester Course

The curriculum for the Integrated Government Course is the same curriculum as the mainstream Government Course, although the methods of instruction are altered to meet the needs of an English Language Learner. Students are placed in this course based on the recommendation of ELD teachers, counselors, and student input. Pre-requisite: Must Qualify

INTRODUCTION TO GOVERNMENT

Semester Course

This course is designed to meet the needs of students just beginning to learn the English language. Key concepts in American government and democracy are covered. Instruction is designed to help students begin learning how the American system of government was created and how it works, to acquire the language skills necessary for life in America, and success in future Social Science courses. Students are placed in this course based on the recommendation of ELD teachers, counselors, and student input. Pre-requisite: Must Qualify

Economics (P) (CSF-I)

Semester Course

In this semester-long College Prep course, students will develop an understanding the American economic system, its problems, advantages, and institutions. In addition to the fundamental principles of economics, students will learn about financial/consumer literacy. Students will learn to make reasoned and rational decisions regarding 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 subjects to develop their understanding of the American economic system. Pre-requisite: None

INTEGRATED ECONOMICS (P) (CSF-1)

Semester Course

The curriculum for the Integrated Economics Course is the same curriculum as the mainstream Economics Course, although the methods of instruction are altered to meet the needs of an English Language Learner. Students are placed in this course based on the recommendation of ELD teachers, counselors, and student input. Pre-requisite: Must Qualify

INTRODUCTION TO ECONOMICS

Semester Course

This course is designed to meet the needs of students just beginning to learn the English language. Key concepts regarding the American economic system are covered. Instruction is designed to help students learn how the American economy works and to acquire the language skills necessary for life in America and success in future Social Science courses. Students are placed in this course based on the recommendation of ELD teachers, counselors, and student input. Pre-requisite: Must Qualify

PSYCHOLOGY (CSF-II)

Semester Course

In this semester-long College Prep course students are introduced to the study of psychology, with a focus on the scientific study of human development, learning, motivations, and personality. Students will develop an understanding of basic concepts of psychology and a historical perspective on psychology. 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. Pre-requisite: 11th or 12th grade.

World Geography (CSF-II)

Semester Course

In this semester-long College Prep course, students are introduced to the study of World Geography. World Geography focuses on exploring different countries, cultures, major regions of the world, and the people who inhabit those regions and how they live. A key focus of the course is how humans affect and are affected by the environment around us. During the class students will study how human interaction has both created and resolved conflict around the world, how the world is changing, and the environmental and political conditions that are affecting the world today. Pre-requisite: 11th or 12th grade.

AP EUROPEAN HISTORY (CSF-I)

Year Course

In this year-long, college-level course, students will acquire a general knowledge of European History (1450-through the fall of communism in the 1990s), and an understanding of some of the principal themes in modern European History. Students will analyze historical evidence, and express their analysis in writing and in class discussions. Key topics for the course include the study of intellectual, cultural, political, diplomatic, military, and social-economic history of modern Europe. This course prepares students to take the Advanced Placement European History Examination offered through the College Board. Students are expected to take the AP exam associated with this course. Pre-requisite: Must Qualify

Career Technical Education

COURSES	GRADE LEVEL	PRE-REQUISITES
Ninth Grade College Prep Transition Course	9 th grade only	None
Health	9 th grade only	None
Marketing (CTE)	9 th Grade – 12 th Grade	None
Business Communications (CTE)	9 th Grade – 12 th Grade	None
Woodcraft 1	9 th Grade – 12 th Grade	None
Woodcraft 2 (CTE)	10 th Grade – 12 th Grade	C grade in Woods
Stagecraft (CTE)	9 th Grade – 12 th Grade	None
Stagecraft 2 (CTE)	10 th Grade – 12 th Grade	Successful completion of Stagecraft
Computer Programming (BASIC)	9 th Grade – 12 th Grade	C/better in Alg. 1
Professional Actors Workshop 1	9 th Grade – 12 th Grade	None
Professional Actors Workshop 2	10 th Grade – 12 th Grade	Professional Actors Workshop 1
Java Computer Programming	10 th Grade – 12 th Grade	C/better in Algebra 1
AP Computer Science A	10 th Grade – 12 th Grade	B/better in Algebra 2 (preferably Honors)
C++ Computer Programming	10 th Grade – 12 th Grade	B or better in AP CS (preferably) or Java
Data Structures with Java	10 th Grade – 12 th Grade	B or better in AP CS (preferably) or Java
P = College Prep Course		

Ninth Grade College Prep Transition Course (CSF-III)

Semester Course

Gabrielino's College Prep Transition Class is a project-based technology course that will prepare students for the rigor of high school and support their post-secondary planning. The course will be aligned with the Common Core Standards, 21st Century Skills, and the International Society for Technology in Education's (ISTE) National Educational Technology Standards. The College Prep Transition Class will be taught in conjunction with the ninth grade health course, and students will move between the courses every quarter. Each unit will include all four levels of the Depth of Knowledge: Recall, Skill and Concept, Strategic Thinking, and Extended Thinking.

Health (CSF-III)

Semester Course

Health & Safety will acquaint students with the concepts of Physical, Mental/Emotional, and Social well-being. Topics include nutrition, fitness, eating disorders, self-esteem, stress management, healthy relationships, bullying, tolerance, coping skills, peer pressure, drugs, human reproduction, STDs/HIV/AIDS and more. Students explore how the topics they learn about in class relate to the world around them and develop strategies for navigating this complex world in which they live. Students also hear from guest speakers, experts in their fields, who discuss some of the most important aspects of the Health curriculum. The goal in Health class is to prepare students to make healthy and responsible decisions in their lives and learn the skills necessary to deal with the many challenges they will face.

Woodcraft 1 (CTE) (CSF-III)

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.

Woodcraft 2 (CTE) (CSF-III)

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 proper materials and methods of construction to complete the process. The standard for grading is based on the student's ability to properly 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. Pre-requisite: C Grade or Better in Woods and 16 Years of Age (Special permission is available for 15 years of age students.)

Business Communication 1 (CTE) (CSF-III)

Year Course

Business Communication affects aspects of our lives. This course will teach students to communicate in a clear and courteous, concise, complete manner on both the personal and professional levels. Students will learn business fundamentals, goal-setting, resource allocation, organizational structure and management techniques. Competency will be developed in oral, written, interpersonal, technologies, and employment communication. The goal is to provide students with a proficient portfolio consisting of a cover letter, resume, and follow-up letter.

Marketing 1 (CTE) (CSF-II)

Year Course

Marketing is the foundation for all marketing courses. Students will learn basic principles that lead to careers in marketing, finance, hospitality, and management. Students will be introduced to the world of marketing including the free enterprise system. The seven core functions of marketing will be examined: Marketing, Planning, Marketing-Information Management, Pricing, Product / Service Management, Promotion, Channel Management, and Selling. A central focus throughout the course will be the development of soft skills including teamwork, oral communication, written communication, decision-making, and emotional intelligence. Students have the opportunity to participate in FBLA, a student organization that prepares emerging leaders and entrepreneurs. FBLA related activities and curriculum can be used as an approval part of all marketing classes.

Students will learn business fundamentals, goal-setting, resource allocation, organizational-structure and management techniques. Competency will be developed in oral, written, interpersonal, technologies, and employment communication.

Stagecraft 1 (CTE) (CSF-III)

Year Course

Stagecraft 1 is an introductory course that focuses on technical aspects of theatre production. This course introduces students to the different jobs and functions in the Theatre Arts industry as well as lighting, sound & set design, basic set construction and dressing, and production and stage management. All Stagecraft students are required to crew shows outside of class hours. No pre-requisite.

Stagecraft 2 (CTE) (CSF-III)

Year Course

Stagecraft 2 is an advanced course that builds upon the knowledge and skillsets acquired in Stagecraft 1. It provides further technical skills development, goes deeper into design concepts and implementation and develops management skills. Stagecraft 2 students coach and mentor Stagecraft 1 students as well as develop their own skills. All Stagecraft students are required to crew shows outside of class hours. Pre-requisite: Stagecraft 1

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, graphics and animation. Pre-requisite: C or better in 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, Java classes, objects and methods, Java syntax, primitive data types, strings, loops, arrays, searching and sorting. Pre-requisite: C or better in algebra 1. B or better in Geometry or Algebra 2 or QBASIC.

AP Computer Science (CSF-II) Year Course
Computer Science AP is a one-year course designed to prepare students for the AP Computer Science A exam. The course will emphasize object-oriented programming methodology in Java, analysis and implementation of algorithms, strings, arrays, recursion, searching and sorting. Pre-requisite: B or better in Algebra 2 (preferably honors). Programming experience recommended.

C++ Computer Programming (CSF-II) Year Course
C++ is a one year course covering classes, objects, methods, recursion, and analysis of algorithms. This course covers C++, a widely-used object-oriented programming language similar to Java. Pre-requisite: B or better in AP CS (preferably) or Java.

Data Structures with Java (CSF-II) Year Course
Data Structures is a one year course covering advanced data structures in Java, including recursion, linked lists, stacks, queues, priority queues, binary trees, hashing, searching and sorting. Pre-requisite: B or better in AP CS (preferably) or Java.

DEPARTMENTAL CLASSES

COURSE	GRADE LEVEL	PRE-REQUISITES
Beginning Speech	9 th Grade – 12 th Grade	None
Advanced Speech	9 th Grade – 12 th Grade	Teacher approval
Oral Interpretation	9 th Grade – 12 th Grade	Teacher approval
Leadership (ASB)	9 th Grade – 12 th Grade	Teacher approval
Yearbook	9 th Grade – 12 th Grade	Teacher approval
Journalism (P)	9 th Grade – 12 th Grade	Teacher approval
Peer Helping I	9 th Grade – 12 th Grade	Application and/or teacher approval
Peer Helping II	10 th Grade – 12 th Grade	Peer Helping I and teacher approval
Library Aide	9 th Grade – 12 th Grade	Librarian's approval
Office Aide	9 th Grade – 12 th Grade	Teacher/Admin/Counselor approval
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 argumentation 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. Pre-requisite: 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. (Students must compete and judge at 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. Pre-requisite: Beginning Speech

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 will be required to attend and participate in events held outside of school hours.

Leadership (CSF-III)

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. Pre-requisite: Must Qualify

Yearbook (CSF-III)

Year Course

This course is aimed at providing students with a clear understanding of the major elements of print journalism. Students will learn how to research facts, conduct interviews, and communicate information and ideas in an informative and interesting way. All students enrolled in the class will participate in the production of the Gabrielino High School newspaper, the *Tongva Times*. Pre-requisite: Must Qualify

Journalism (CSF-II)

Year Course

This course is aimed at providing students with a clear understanding of the major elements of print journalism. Students will learn how to research facts, conduct interviews, and communicate information and ideas in an informative and interesting way. All students enrolled in the class will participate in the production of the Gabrielino High School newspaper, the *Tongva Times*. Pre-requisite: Must Qualify

Peer Helping I (CSF-III)

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 appropriate 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. Pre-requisite: Must Qualify

Peer Helping II (CSF-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 may also work under supervision outside of the school site at elementary and middle schools as well as local community agencies. Pre-requisite: Peer Helping 1 and Teacher Approval.

Library TA

Semester Course

Students will be given instruction and opportunities for practical experience in phases of library procedures and operation, and will be given opportunities to become proficient in using library resources, including the computerized catalog, books, and media. Regular attendance, a strong attention to detail, and a willingness to assist in the efficient operation of the Media Center is required. Pre-requisite: Librarian's Approval



SPECIAL EDUCATION

Students who have been tested and approved are enrolled in special education classes according to their IEP's. In addition to core academic courses taught in a Specialized Academic Instruction setting, students may be enrolled in a Resource class.

Resource Period

- The purpose of the resource period is to aid designated students in their class/homework and IEP goals in a specified setting.
- The objective is to modify assignments (per IEP), reteach as needed, and provide additional resources to ensure that students may acquire the necessary skills needed to succeed in the Least Restricted Environment (LRE).
- Additionally, Transition and Academic goals will be addressed.
- Continuing contact with General Education/SAI teachers and parents will be employed.

Created on April 5, 2011 - Last updated on August 4, 2018

Gabrielino High School: CTE Pathways 2017-2019

Visual and Performing Arts			
Drama 1	Formerly: Beg. Drama	1 Year (2 Semesters/10Un)	Prereq: None
Drama 2	Formerly: Adv Drama	1 Year (2 Semesters/10Un)	Prereq: Drama 1 <i>OR</i> Professional Actor's WS 1
Professional Actors' Workshop 1	Formerly: Professional Actors' Workshop	1 Year (2 Semesters/10Un)	Prereq: None
Professional Actors' Workshop 2	Formerly: Professional Actors' Workshop	1 Year (2 Semesters/10Un)	Prereq: Prof. Actors' WS 1 <i>OR</i> Drama 1
Stagecraft Technology 1	Formerly: Beginning Stagecraft	1 Year (2 Semesters/10Un)	Prereq: None
Stagecraft Technology 2	Formerly: Advanced Stagecraft	1 Year (2 Semesters/10Un)	Prereq: Stagecraft Tech 1
Graphic Design Basics – UC Approved	Formerly: Intro to Graphic Design	1 Year (2 Semesters/10Un)	Prereq: Intro to Art
Graphic Design Advanced	New: SY18-19	1 Year (2 Semesters/10Un)	Prereq: Graphic Design Basics
Woodworking, Carpentry, Cabinet Making			
Woodshop 1	Formerly: Beginning Woodshop	1 Year (2 Semesters/10Un)	Prereq: None
Woodshop 2	Formerly: Advanced Woodshop	1 Year (2 Semesters/10Un)	Prereq: Woodshop 1
Business Management			
Business Communications 1	Formerly: Same	1 Year (2 Semesters/10Un)	Prereq: None
Business Communications 2	New SY18-19	1 Year (2 Semesters/10Un)	Prereq: Buss Comm 1
Marketing, Sales, and Service			
Marketing Fundamentals 1	Formerly: Same	1 Year (2 Semesters/10Un)	Prereq: None
Marketing Fundamentals 2	New SY18-19	1 Year (2 Semesters/10Un)	Prereq: Marketing Fund. 1
Rio Hondo – Concurrent Enrollment (7th Period)			
Kinesiology: Athletic Trainer's/CSU Transferable to Bachelor of Kinesiology and Athletic Trainer Certification			
Kin197: Prevention and Treatment of Athletic Injuries		1 Semester: Fall 2017	Prereq: None
Kin193: Standard First Aid and CPR		1 Semester: Spring 2018	Prereq: None
Engineering: Certificate Program			
Eng101: Introduction to Technical Design and Drafting		1 Semester: Fall 2017	Prereq: None
Eng150: AutoCAD for Basic CADD Applications		1 Semester: Spring 2018	Prereq: Eng. 101
Counseling			
101: College and Life Success		1 Semester: Fall 2017	Prereq: None
151: Career Exploration and Life Planning		1 Semester: TBD Spring 2018	Prereq: None

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