

**SAN GABRIEL
HIGH SCHOOL
2016-2017**



COURSE CATALOG

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SAN GABRIEL HIGH SCHOOL

801 Ramona Street
San Gabriel, CA 91776

ADMINISTRATION

Principal's Office **943-6810**

Debbie Stone	Principal
Luci Gonzales	Office Manager

Business and Activities **943-6820**

Matt Dultz	Assistant Principal
Cecillia Revilla	Activities Director
Dena Monsivais	Bank Manager
Vicky Yum	Office Manager
Jill Hernandez	Bookroom Clerk
Keith Jones	Athletic Director

Instructional Services **943-6840**

Jeannie Gutierrez	Assistant Principal
Denise Palomares	Office Manager

Counseling Services **943-6830**

Robby Jung	Assistant Principal
Perla Alpas	Office Manager

Office of School Counseling **943-6830**

Maritza Cha (A-F)	Counselor
Devin Vergo (G-Le)	Counselor
Elaine Jong (Li- O)	Counselor
Jing Wu (P - Sn)	Counselor
Solinet Wong (So - Z)	Counselor
Denise Fernandez	Counselor

Attendance Office: **943-6816**

Sylvia Rubio	Office Manager
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Office of Student and Employee Welfare: **943-6850**

Jocelyn Castro	Assistant Principal
Khevin DeVaughn	Assistant Principal
Irene Lagunas	Office Manager

Career Center **943-6890**

Monica Marquez	Career Ed Tech	308-2617
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San Gabriel High School

Schoolwide Learning Outcomes

Skilled Inquirers who

- adapt and collaborate to solve problems
- apply knowledge and skills to real world situations
- reason soundly, critically, and creatively

Global-Minded Citizens who

- engage responsibly in the world's concerns
- protect environmental resources
- embrace diversity and practice empathy

Healthy and Self-Aware Individuals who

- practice physical fitness and mental well-being
- value integrity and demonstrate responsibility for personal actions
- behave respectfully and are thoughtful in their interactions with others

Successful College and Career Ready Students who

- demonstrate skills necessary for life-long learning
- use technology proficiently and responsibly
- communicate effectively through writing, speaking, and artistic expression

GENERAL INFORMATION

Annual Registration

Students are given the opportunity in the spring of each school year to select courses for the following year. It is important that courses be selected in cooperation with the student's parent, along with high school graduation requirements and career objectives in mind. Course selection represents a commitment on the part of the student that he or she will satisfactorily complete the schedule of classes chosen. Students should check carefully to ensure that they have taken the proper prerequisites for each course selected. Classes are a year- long commitment.

Units of Credit

Five units of credit will be earned for each on-campus semester course completed with a passing grade.

Grade Classification	Credits
Freshman (9 th grade)	0-49 credits
Sophomore (10 th grade)	50-99 credits
Junior (11 th grade)	100-159 credits
Senior (12 th grade)	160 + credits

Off-Campus Courses

Students who wish to take classes outside of San Gabriel High School for high school credit must have permission from the student's counselor. Credit for these courses can only be granted for courses taken at an institution accredited by the Western Association of Schools and Colleges. Courses taken at a college are granted college, not high school credit, and do not appear on the student's high school transcript.

Schedule Changes/Transfer Policy

Student requests for schedule changes are honored for following reasons only: a scheduling error, failure to complete a prerequisite course, a graduation omission, and special individual circumstances.

Attendance

All persons under 18 years of age who have not graduated from high school are required by state law to attend school. Students are required to attend five class periods daily. Six periods are required for at least four semesters to reach the 210-credit graduation requirement.

Students are expected to attend each of their scheduled classes promptly and daily. Regular attendance is one of the greatest contributing factors to success in school. Absences should be avoided whenever possible.

State Proficiency Certificate

Legislation now provides that persons 16 years old and over may be exempted from compulsory school attendance if they have demonstrated satisfactory proficiency on the California High School Proficiency Exam (CHSPE). Students who pass this examination will receive a "Certificate of Proficiency" and are allowed to end secondary schooling with written parental consent.

Students who terminate their high school courses will not be permitted to go through graduation ceremonies. Students who elect to continue their education, even though they have received a "Certificate of Proficiency," may take part in San Gabriel High School graduation ceremonies, assuming the regular graduation requirements have been met.

Certificate of Completion

Students who receive a "Certificate of Completion" may take part in San Gabriel High School promotion ceremonies, provided all other graduation requirements have been met.

GUIDANCE PROGRAM AND SERVICES

The guidance staff at San Gabriel High School is committed to implementing a comprehensive guidance program in educational counseling, career planning, and personal counseling. Each student and parent can expect the following services:

EDUCATION COUNSELING

- Ninth grade pre-enrollment orientation for parents and students
- Registration, appropriate scheduling, programming, and remediation as needed (school initiated)
- Specific testing, program interpretation and parent conferencing (school initiated)
- Special grade checks and progress report by parent request
- College information night for students and parents (school will advertise)
- Information about student's progress toward graduation, credit deficiencies and subject area credit status for students and parents (school initiated)
- Post-secondary information
- Planning and financial aid information
- Post-secondary testing information, PSAT, ACT, SAT (student/school responsibility)
- Scholarship information

CAREER PLANNING

- Assistance in the student's search for a career and/or vocational direction
- Career Cruising: offered as an online program to all 9th and 10th graders

PERSONAL COUNSELING

- Counseling assistance, crisis intervention, and referral information for special needs of parents and students. School, district and community programs will be evaluated to identify the best program (school and/or parent initiated).
- On site psychologist may provide counseling as needed.

Please note:

- Counseling appointments may be made through the Counseling Office staff. (626) 308-2320
- Counselors are available before school, after school, and during lunches.

Alhambra Unified School District

High School Graduation Requirements

Course/Subject	Class of 2013 – 2015
English (EN)	40 credits
Math (MC)	30 credits
Science (SC)	20 credits Life/Biological (10) (SC-L) Physical (10) (SC-P)
Social Science (SS)	30 credits World History (10) U.S. History (10) American Government (5) Economics (5)
Physical Education (PE)	20 credits
Fine Arts or Foreign Language (FA/FL)	10 credits
Elective Courses (EL)	60 credits
TOTAL	210 credits

GRADUATION REQUIREMENTS:

The School District Board requires that all students participating in the promotion ceremony at SGHS must first have completed all requirements for graduation and attended SGHS during the last semester of the senior year.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE): <http://cahsee.cde.ca.gov>

The CAHSEE has been waived as a graduation requirement for current students; current students are not currently required to take this exam in order to earn a diploma.

COURSE, REPORT CARD AND TRANSCRIPT CODES:

Grading Scale:	A	= Excellent	F	= Failed, no credit
	B	= Above Average	I	= Incomplete
	C	= Average	NM	= No mark, no credit
	D	= Below Average	P	= Passing

Course Code:	AP	= Advanced Placement
	H	= Honors
	SDAIE	= Specially Designed Academic Instruction in English

(SDAIE content classes are designed for intermediate or advanced level limited English proficient students. Through course content and hands on activities, students engage in vocabulary development and further enhance their listening, speaking, reading, and writing skills.)

Citizenship:	O	= Outstanding
	S	= Satisfactory
	N	= Needs Improvement
	U	= Unsatisfactory

Grade Point Average (GPA):

- 1) Each letter grade is given a point value based on the number of credits awarded or attempted
(see chart below)
- 2) GPA = Total of grade points divided by total of credit given/attempted

Letter Grade	Points	Class Credit Earned Each Semester
A	20	5.0
B	15	5.0
C	10	5.0
D	5	5.0
F	0	0

Honors and Advanced Placement Courses

The following Honors courses are considered subject area foundation work and do not receive weighted credit: 9th and 10th grade Honors English, Honors Biology, Honors Algebra I, Honors Geometry, and Honors Algebra II.

The Alhambra United School District offers weighted credit for **Advanced Placement (AP)** and 11th and 12th grade **Honors (H)** courses, which have been approved by the University of California (UC) for an additional grade point credit.

UC grants special "honors" designation and an extra grade point credit only to honors courses designated for 11th and 12th graders who have already completed foundation work in a subject area. [Tenth grade students who have the necessary preparation to complete UC designated honors courses (i.e. those designed for 11th and 12th graders) will receive UC honors credit; however, they will not receive credit for more than two classes completed in the tenth grade.]

California Scholarship Federation

Students who meet the requirements of the California Scholarship Federation can be members of San Gabriel High School CSF, Chapter 519 S.C. Any student who is a member for at least four semesters (one of which must be in the senior year, all must be beyond the freshman year) will be awarded seal bearer (life) membership, and earn special honors at graduation. One hundred percent status, the highest CSF award is reserved for students who have been members all semester since the spring of their freshman year. Membership is based on scholarship and citizenship alone.

Requirements for Membership:

CFS membership is determined by a point system. A student must earn a minimum of 10 points. The first 4 points must be from LIST I. The first 7 points (including the 4 described above) must be from LISTS I & II. The remaining points may come from any LIST (I, II, III). No more than five courses may count to qualify.

CSF POINT SYSTEM:

1. A grade of A = 3 CSF points.
2. A grade of B = 1 CSF point.
(AP or designated honors course earns 2 CSF points.)
3. A grade of C = 0 CSF points.
4. A grade of D or F in any course, even in one that doesn't qualify, shall bar membership for one semester.
5. Two Ns or one U in citizenship in any subject, including physical education, bars a student from membership for one semester.

When a student is taking more than five curricular courses, only the best five grades will be used to compute eligibility. Students who take college courses on college campuses, as part of their normal high school class load shall be granted CSF credit for this. High school credit must be granted.

The California Scholarship Federation has approved the following course lists: I, II, and III:

(Please check with the main office for the most current, up-to-date list of qualifying classes; the table on the following page may not be accurate as of 12/2015).

List I	List II	List III
<p>English Dept English 1-4 <u>English Honors</u> Amer Lit 5/6 World Lit 7/8 <u>Lang & Comp AP</u> <u>Literature AP</u></p> <p>Mathematics Integrated Math I <u>Accelerated Integrated Math I</u></p> <p>Integrated Math II <u>Accelerated Integrated Math II</u></p> <p>Geometry Algebra II <u>Algebra II Honors</u></p> <p>Trig/Pre-Calculus <u>Trig/Pre-Calculus Honors</u></p> <p><u>Calculus AB AP</u> <u>Calculus BC AP</u> Calculus - Elementary</p> <p>Statistics <u>Statistics AP</u></p> <p>Science Biology 1/2 or 3/4 <u>Biology AP / Honors</u> Chemistry 1/2 or 3/4 <u>Chemistry AP / Honors</u> Physics 1/2 <u>Physics AP</u> Physiology ½</p> <p>Social Sciences US History - All <u>US History AP</u> Am Government - All <u>Am Government AP</u> Economics - All <u>Economics AP</u> World History - All <u>World History AP</u></p> <p>Language Chinese 1-8 NS <u>Chinese AP</u> Mandarin 1-6 French 1-8 Spanish 1-8 Spanish 1-6 NS <u>Spanish AP</u></p>	<p>Academic Decathlon Creative Writing ELD Advanced Reading ELD Advanced Writing Journalism</p> <p>Science Physics of Earth and Space Science</p> <p>Business Accounting Computer 1/2 Accelerated Accounting Programming Computer</p> <p>Visual & Performing Arts Basic Communications Debate 1-8 Speech ESL <u>Art History AP</u></p> <p>Social Sciences Psychology 1/2 <u>Psychology AP</u> <u>Human Geography AP</u></p>	<p>Industrial Arts/ Shop Architect Drafting Auto Tech Drafting Industrial Tech Exp. Indust. Tech Wood Construct.</p> <p>All others except PE, repeat courses and TA AVID Band*- All Banking Operations Ceramics Choir - All Chorus - All Computer - All Conflict Mediation Culinary Arts Design Digital Media Drama Drawing/Painting EMT Food Services Finance Guitar - All Health Careers HVAC Immersion 1-6 Informal Geometry Keyboarding Leadership Math A/B Media Design Peer Counseling Piano Production - Film Publication Restaurant Services Retail Sales Structured English Imersion Tech Theater Tri City Orchestra Vocal Ensemble Web Page Design Wood Tech Yearbook</p>

***SDAIE Classes Offered**

COLLEGE ENTRANCE REQUIREMENTS

In California, post-high school education is divided into four sub-divisions, three of which are publicly supported: (1) the California Community Colleges; (2) the California State University system; (3) the University of California; and (4) the privately supported independent California colleges and universities.

1. CALIFORNIA COMMUNITY COLLEGES <http://www.cccco.edu/>

Examples in our area include East Los Angeles College, Los Angeles Trade Tech, and Pasadena City College.

The Community College provides:

- General education for all students
- A two-year Associate of Arts Degree
- College academic program for students planning to transfer to a four-year college
- Occupational-technical education for people seeking employment
- Life-long education for residents of the community

Admission Requirements:

Any high school graduate, the recipient of a *Certificate of Proficiency*, or adult 18 years of age or older may attend the community college. Community colleges require an English and math examination for placement.

The last semester of the senior year of high school is the appropriate application period for most community colleges (usually beginning April 1).

2. CALIFORNIA STATE UNIVERSITIES AND COLLEGES (CSU)

<http://www.csumentor.edu/>

State Universities and Colleges provide instruction through the master's degree. The State University System admits the upper one third of the California high school graduates. The CSU include: Bakersfield, Cal Poly Pomona, Cal Poly San Luis Obispo, Chico, Dominguez Hills, Fresno, Fullerton, East Bay, Humboldt, Long Beach, Los Angeles, Northridge, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Marcos, Sonoma, Stanislaus, Monterey Bay, and Maritime Academy.

Students are encouraged to visit CSU Mentor, which is an electronic outreach, pre-admission, admission, and financial aid program available to students via the internet. It is available, free, 24 hours a day, seven days a week.

CSU Admission Requirements

- Have or will have graduated from high school
- Meet the **eligibility index** (a combination of grade point average and test scores)
- For admission to either California State University or the University of California students must complete a minimum of 15 units (one unit equals a one year course) of college preparatory courses. This list of courses is referred to as "a-g" courses.
- Higher admission requirements may be required for impacted programs.

Eligibility Index http://www.csumentor.edu/Planning/elig_index.html

Students with grade point averages of 3.00 or above may establish eligibility for admission without submitting test scores. However, applicants are encouraged to take the SAT I or ACT since test scores may be included among the supplementary criteria used to determine admission to impacted campuses and programs.

3. UNIVERSITY OF CALIFORNIA (UC)

<http://www.universityofcalifornia.edu/admissions/>

Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, Santa Barbara, Santa Cruz, San Diego, and San Francisco (graduate studies only)

The University of California provides instruction through the doctoral degree at ten campuses throughout the university system. All of the campuses adhere to the same admissions guidelines and high academic standards; yet, each one has its own distinct character. Among the campuses, there are five medical schools, three law schools, and a school of veterinary medicine, as well as professional schools of business administration, education, engineering, oceanography, and many others. Over 350 major academic areas of study can be found within the university system. The University of California admits the top twelve and a half percent of California high school graduates.

Admission Requirements

There are four paths to satisfy the University's minimum admission requirements for freshman students:

- Eligibility in the statewide context
- Eligibility in the local context
- Eligibility by examination alone

a. Eligibility in the Statewide Context: <http://www.ucop.edu/pathways/>

Eligibility in the Statewide Context is the pathway by which most students attain UC eligibility. To be eligible in the statewide context, students must satisfy the Subject, Scholarship and Examination Requirements described on the following pages.

Subject Requirement

To satisfy this requirement, students must complete the high school courses listed. This sequence of courses is also known as the "a-g" Subject Requirements. See page 16.

Students must take 15 units of high school courses to fulfill the "a-g" Subject Requirement, and at least seven of the 15 units must be taken in the last two years of high school. (A unit is equal to an academic year, or two semesters of study.) Courses taken to satisfy the Subject Requirement ("a-g" courses) must appear on the official **University of California Certified Course List** of the school the student attended, for the year the student took the course. See page 15 for San Gabriel's a-g list

Scholarship Requirement

The Scholarship Requirement defines the grade point average (GPA) you must earn in the "a-g" subjects and the test scores you must achieve to be eligible for admission to UC. The University uses an Eligibility Index — a combination of GPA and test scores — to determine if you meet this requirement.

Beginning with fall 2007 applicants, the minimum GPA is 3.0 for California residents, 3.4 for nonresidents.

The UC Academic Senate's Board of Admissions and Relations with Schools (BOARS) has recommended that, pending future research on the predictive validity of the different exams (the SAT 1 Critical Reading and the SAT 11 Subject Tests) the three components of the SAT 1 and the two additional SAT 11 Subject Tests be weighted equally in the eligibility index. UC will use a concordance table to equate the new SAT 1 with the ACT Assessment plus the new ACT Writing Test.

b. Eligibility in the Local Context

Under the Eligibility and the Local Context (ELC) pathway, the top four percent of students at each participating California high school are designated UC eligible. The severity of state budget cuts and the lack of state funding for enrollment growth may prevent the University from guaranteeing admission to all UC-eligible students, including ELC students.

To be considered for ELC, students must complete 11 specific units of the "a-g" Subject Requirements by the end of the junior year. With the assistance of each participating high school, the University will identify the top four percent of students on the basis of GPA in the required coursework. The 11 units include: 1 unit of history/ social science, 3 units of English, 3 units of mathematics, 1 unit of laboratory science, 1 unit of language other than English, and 2 units chosen from among the other subject requirements.

The University will notify ELC students of their status at the beginning of their senior year. Students designated UC-eligible through ELC must submit the University's undergraduate application during the November filing period and complete remaining eligibility requirements- including the subject and Examination Requirements- to enroll.

More information can be found at <http://www.ucop.edu/sas/elc/>

c. Eligibility by Examination Alone <http://www.ucop.edu/pathways>

A student who does not meet the Subject and Scholarship Requirements may be able to qualify for admission to the University by examination. You may qualify for admission to the University by earning high scores on the ACT Assessment plus Writing or SAT Reasoning Test, and two SAT Subject Tests.

To qualify this way, you must achieve a minimum UC Score Total—calculated according to the instructions below—of 410 (425 for nonresidents). In addition, you must earn a minimum UC Score of 63 on each component of the ACT or SAT Reasoning Test and on each SAT Subject Test.

You may not use an SAT Subject Test to meet these requirements if you have completed a transferable college course in that subject with a grade of C or better. To learn more about how to calculate convert your test scores to a UC test score please visit the website listed below. You will find the conversion instructions and chart under #3. “Eligibility by examination alone.”

For more information on the three paths to UC eligibility for freshmen please visit the website below:

http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman.html

4. CALIFORNIA INDEPENDENT COLLEGES AND UNIVERSITIES: <http://aiccu.edu>

Examples in our area include University of Southern California, Occidental College, and Loyola Marymount University. The Association of Independent California Colleges and Universities consists of more than 70 institutions. The link above is a guide that provides an interactive college search.

Admission Requirements

For admission to most four-year independent colleges or universities, the student must meet certain subject, scholastic, and testing requirements. Among the private colleges, most admissions and subject requirements are similar to those of the Universities of California. A student should check with individual colleges to determine their specific requirements.

General SAT Information

How long does the SAT test take?

The total testing time for the SAT I will be 3 hours and 45 minutes: 60 minutes for the writing section and 70 minutes each for the critical reading and mathematics sections. Each SAT II test will still be one hour in length.

What will the SAT cost? Will there be fee waivers?

The test fee will be \$47.00. Disadvantaged students can apply for fee waivers to cover test fees when they register. See your counselor for information about fee waivers. For more information about test fees visit the CollegeBoard website at:

<http://www.collegeboard.com/student/testing/sat/calenfees/fees.html>

What do the SAT scores look like?

The SAT has three scores, each on the scale of 200–800. Scores will include writing (W 200– 800), mathematics (M 200–800) and critical reading (CR 200–800).

What will students be asked to write about in the essay?

Students will be asked to take a position on an issue and support it persuasively with examples from their studies and experiences. The topic will be an open-ended question that can be answered successfully in many different ways. Students won't have to have any prior knowledge about the topic to write an effective essay.

PSAT INFORMATION

Per district policy, San Gabriel High School administers the PSAT to all 10th graders in class.

More information on the PSATs is available at www.collegeboard.org

ACT Information www.act.student.org

Frequently Asked Questions about the ACT Assessment

What is the ACT Assessment?

The ACT Assessment, or "A-C-T" as it is called, is a national college admission examination that consists of tests in: English, mathematics, reading, and science.

How long does the test take?

The ACT includes 215 multiple-choice questions that take 2 hours and 55 minutes to complete, with an overall administration time of just more than 4 hours. It is broken down as follows: English: 45 minutes; Math: 60 minutes; Reading: 35 minutes; Science: 35 minutes. The optional Writing Test takes an additional 30 minutes.

Why should students take the ACT?

The ACT tests are universally accepted for college admission. Virtually all colleges and universities in the U.S., including all of the Ivy League school accept the ACT.

The ACT is curriculum based. The ACT is not an aptitude or an IQ test. Instead, the questions are directly related to what you have learned in high school courses.

The ACT provides test takers with a unique interest inventory that gives valuable information for career and educational planning and a student profile section that provides a comprehensive profile of a student's work in high school and future plans.

Why is the ACT Writing Test optional?

Students should decide whether to take the ACT Writing Test based on the admission policies of the postsecondary institutions in which they are interested.

How Much Does the ACT/ACT Writing Test cost?

The ACT Assessment fee for 2011-2012 is \$30. The fee for the ACT Assessment with the Writing Test is \$44.50. Fee waivers are available on a limited basis. A fee waiver can be used only once. For more information regarding fees please visit <http://www.actstudent.org/regist/actfees.html>

How can student prepare for the ACT?

Students are strongly encouraged to take the PLAN in the 10th grade. The PLAN is a curriculum-based test that assesses students in 4 core areas of their studies: English, Math, Reading, and Science. Also included is a career interest inventory, a score report and booklet that help you understand what your plan results mean and information about using them. See your counselor for details.

UC and CSU College Preparatory Subject Requirements

To satisfy the CSU, UC and most private universities *Subject Requirement* for admission, prospective freshmen must complete a series of high school courses known as the "a-g" requirements. The "a-g" requirements include 15 units of high school courses, 7 units of which must be taken in the last two years of high school. (A unit is equal to one academic year, or two semesters of study.)

Educational Opportunity Program

CSU, UC and Community Colleges provide support services to educationally disadvantaged and low-income students through the EOP program. This is available to students who meet the regular admission requirements. The program provides special assistance to some applicants who do not meet the regular admission requirements but who can demonstrate the ability and potential to succeed at the university. EOP applications are part of the UC/CSU application.

AB 540, CALIFORNIA ASSEMBLY BILL 540

<http://www.ucop.edu/sas/sfs/ppolicies/ab540faqs.htm>

This is a California law that allows undocumented students who meet specified requirements to pay in-state fees (tuition) for California's public colleges and universities, including the CSU, UC and Community Colleges.

California Dream Act AB 130

This is a California law that authorizes any student meeting specific criteria to pay in-state/resident fees (tuition) for California's public colleges and universities, including the CSU, UC and community colleges.

Who is eligible? Students must attend high school in California for three or more years and must graduate from a California high school with a diploma or GED equivalent. The student must file an affidavit with the college or university stating that he or she will apply for legal permanent residency as soon as possible. Student must be registered or currently enrolled at an accredited institution of higher education in California.

"a-g" Subject Requirements

UC and CSU college preparatory course requirements

a. History/Social Sciences **2 years required**

Two years of history/social science, including 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. Not more than two semesters of ninth grade English can be used to meet this requirement.

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

Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that the high school accepts as equivalent to its own courses.

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

Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry and physics. Laboratory courses in earth/space science.

e. Language Other than English **2 years required, 3 years 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. Courses in language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own courses.

f. Visual and Performing Arts **1 year required**

One year of coursework in visual and performing arts (dance, drama/theater, music or visual arts).

g. College Preparatory Elective **1 year required**

One year (two semesters), in addition to those required in a-f 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 use for the "e" requirement or two years of another language.)

San Gabriel High School "a-g" Course List

Courses taken to satisfy the "a-g" requirements must appear on the school's official University of California certified course list. The course list is updated several times a year. Check online at: www.ucop.edu/doorways/list for an updated list.

FINANCIAL AID PROGRAMS FOR STUDENTS ATTENDING COLLEGE

What is Financial Aid?

Financial aid is money to help you pay for the cost of attending college. This money comes from the federal and state governments, from private lending institutions and organizations, and from the university itself. In order to be considered for all types of financial aid, students must file the Free Application for Federal Student Aid (FAFSA) and GPA verification form by March 2nd of their senior year in high school. Apply online at <http://www.fafsa.ed.gov>.

These are web-sites with information about applying for and receiving student financial aid for college.

- www.csac.ca.gov is the California Student Aid Commission's Web site for details about all the California state programs and how to apply for them.
- www.californiacashforcollege.org lists free Cash for College workshops in your area where students and parents can get hands-on assistance filling out the FAFSA.
- www.calgrants.org is the Cal Grant Web site, sponsored by the California Student Aid Commission, where you'll find information on all the Cal Grant awards.
- www.edfund.org provides information about money management and student loans.
- www.fafsa.ed.gov is the web site for the Free Application for Federal Student Aid, to apply for federal and state aid. Instructions for completing the online form are available here.
- www.californiacolleges.edu provides students with information about higher education opportunities in California and how to choose a college that is right for them.
- www.scholarshare.org provides information about ScholarShare, California's college savings program. Families can save for college and receive tax advantages.
- www.finaid.org offers an overall look at financial aid as well as where and how to get it. Students can also take advantage of the free scholarship search service through FastWeb.
- Students applying to a private university will need to file a PROFILE application. See your counselor for details or check on-line at <http://www.collegeboard.org>
- www.studentaid.ed.gov is the U.S. Department of Education's Student Aid on the Web, to learn more about Pell Grants and other federal aid.
- www.house.gov/roybal-allard/ is a scholarship directory includes internships and fellowships.

ACADEMY PROGRAMS

- **Business and Technology Academy**
- **Medical Careers Academy**

WHAT IS A CAREER ACADEMY?

A career academy is a school-within-a-school. Most academies span the last two or three years of high school; some cover all four years. A career academy can be seen as a set of partnerships. In a career academy, teachers work as partners to coordinate the curriculum and in particular to integrate instruction in academic and technical courses.

Business and Technology Academy - Grades 10-12

Founded in 1993, the Business & Technology Academy (BTA) is dedicated to providing students with engaging curriculum, career skills, and hands-on learning experiences in order to meet the needs of a competitive job market, in addition to preparing students for college. We offer cutting-edge business and technology courses, such as Computer Projects & Animation, Digital Media, Web Design, and Global Business & Personal Finance. Our rigorous academic courses in English, History, and Science prepare students for business and technology related careers and majors.

Starting their sophomore year, BTA students go on field trips to colleges, then as juniors, they work with industry mentors and job shadow professionals. As seniors, they intern with organizations such as the Alhambra City Hall, accounting firms and banks. Students have also taken educational field trips to the Grammy Museum, the Federal Reserve, the Museum of Tolerance, and Disneyland, as well as participate in motivational activities and team building exercises. A special feature of BTA is students are enrolled in cohorts and take core courses with the same students, thus creating a family-like feeling.

To enroll in BTA, please see Ms. Kim, Academy Coordinator, or a counselor before class registration.

Medical Careers Academy – Grades 10-12

The Medical Careers Academy is a state-funded program at San Gabriel High School designed to allow students to expand their post-secondary education options prior to high school graduation. Health Careers classes emphasize the application of health field concepts. Students learn about the variety of career options in health; basic anatomy; physiology of the human body; diseases and treatments associated with the body; and techniques involved in training to become a health professional. Throughout this three-year program, students will learn about medical math, medical terminology, health careers, and becoming a nurse assistant. Students will have opportunities to become CPR-and/or First Aid-certified, in addition to gaining experience in the health field when they participate in mentorships and internships.

To enroll in MCA, please see Ms. Wu, Academy Coordinator, or a counselor before class registration.

ACADEMIC SUPPORT PROGRAMS

Horizons Grades 9 and 12

Horizons is an academic support program at San Gabriel High School for students in grades nine and twelve. This program prepares students for college eligibility and success. The Horizons elective class teaches Cornell note taking, study skills, and the Socratic method of inquiry. Typical Horizons students are from low-income households, the first in their family to attend college, and historically underrepresented in the four-year college system.

HONORS AND ADVANCED PLACEMENT COURSES

Advanced Placement courses provide students the opportunity to take a wide range of college-level courses while in high school. Students in AP classes participate in rigorous curriculum design to prepare them to take the College Board AP exams. Passing an AP exam may result in college credit. Policies for credit vary by college and university.

While AP courses are designed for juniors and seniors, qualified underclassmen may also register for these classes and examinations. Honors classes are appropriate pre-AP preparation. Students are encouraged to take AP courses in their areas of strength or high interest.

Alhambra Unified School District implements an Open Enrollment Policy. All students are encouraged to challenge themselves academically in order to be more competitive when applying for admission to postsecondary institutions. Students who are considering Honors or AP courses should attend the annual AP Information Night, review course requirements and evaluate their areas of strength and high interest. Information about Honors/AP opportunities can be obtained from teachers, counselors and School Community Coordinators.

Honors and AP courses taken by transfer students while attending other schools will be honored.

REGIONAL OCCUPATIONAL PROGRAM

Regional Occupational Programs (ROP) is an integral part of the public education system in California. The purpose of the program is to provide high quality career and technical job training opportunities to a larger number of students than can be provided adequately, efficiently, and economically by a single school district. Such programs are available to high school student's 16 years of age and older who reside in the San Gabriel Valley area. The courses are intended to prepare students for entry-level employment. Students usually earn 5 credits per semester for most of the classes. For Community Classroom/ Cooperative Vocational Classes (CC/CVE), students may earn up to 10 credits per semester with paid or unpaid internship.

Some listed courses may be canceled within two weeks after start date due to low enrollment. New courses may be added and others may be dropped. Talk with the ROP Counselor or Technician in the Career Education Center for changes each semester. There are also several courses taught during summer school only.

Many of our courses have articulation agreement with PCC and some with Rio Hondo College. Students who receive an "A" or "B" in the course for 1 year will receive credits at the college after successful completion of one course.

Course Descriptions

The SGHS courses are listed by department. To the right of each course title is an abbreviation for the graduation requirement and “a-g” requirement met by that course. The graduation requirements, subject areas, and their abbreviations are listed below:

Graduation Requirements:

English (**EN**)

Mathematics (**M**)

Life/Biological (**SC-L**)

Elective Courses (**EL**)

Physical Education (**PE**)

Physical/Earth (**SC-P**)

Fine Arts or World Language (**FA**)

Science (**SC**)

Social Science (**SS**)

CSU/UC (A-G) Requirements:

“a” = History/Social Science (2 Yr. Req.)

“c” = Mathematics (3 Yr. Req.; 4 Rec.)

“e” = Language Other than English (2 Yr. Req.; 3 Rec.)

“g” = College Preparatory Elective (1 Yr. Req.)

“b” = English (4 Yr. Req.)

“d” = Laboratory Science (2 Yr. Req.; 3 Rec.)

“f” = Visual and Performing Arts (1 Yr. Req.)

Note: Course offerings are based on current student enrollment, staffing, credentialing requirements, and student interest. Classes that are not currently offered will be ~~crossed-off~~.

ENGLISH

San Gabriel High School’s core English courses are aligned with California State Standards. Four years (40 credits) of English are required for students to demonstrate competence in listening and speaking skills, academic research, advanced reading comprehension, language usage and writing, literary analysis, and critical thinking. English forms the basis of nearly all-academic disciplines. The ability to read, analyze, and draw conclusions from written language is necessary for students to succeed in their studies in other disciplines.

ENGLISH COURSES:

English 1/2, SDAIE

EN (CSU/UC – “b”)

Grade Level Option: 9

Students study the short story, drama, poetry, non-fiction, and the novel. Study of these forms provides the basis for student writing in a variety of modes, which reflect the California State Standards in the language arts. In addition, students respond to literature through speaking and listening activities. Students study vocabulary, conventions of grammar, punctuation, and spelling.

English 1/2 Honors

EN (CSU/UC – “b”)

Grade Level Option: 9

Students participate in an intensive study of the short story, drama, poetry, non-fiction, and the novel. Study of these forms provides the basis for student writing in a variety of modes, which reflect the California State Standards in the language arts. Students will write compositions that demonstrate higher level analytical skills. In addition, students respond to literature through speaking and active listening. Students study vocabulary, conventions of grammar, punctuation, and spelling.

English 3/4, SDAIE

EN (CSU/UC – “b”)

Grade Level Option: 10

Students study poetry, non-fiction, the epic, Shakespeare’s works, and the novel to enrich their literary experience. Study of these forms provides the basis for student writing in a variety of modes, which reflect the California State Standards in the language arts. Students study vocabulary, conventions of grammar, punctuation, and spelling.

English 3/4 Honors

EN (CSU/UC – “b”)

Grade Level Option: 10

Students participate in an intensive study of poetry, non-fiction, the epic, the literary essay, a Shakespearean and Greek drama and the novel to enrich their literary experience. Study of these forms provides the basis for student writing in a variety of modes, which reflect the California State Standards in the language arts. Particular emphasis is placed on analytical essays responding to literature. Students study writing style, vocabulary, and advanced grammar.

Contemporary Themes in Literature 3/4

EN (CSU/UC – “b”)

Grade Level Option: 10

Business & Technology Academy

Students participate in an intensive study of poetry, non-fiction, the epic, the literary essay, a Shakespearean and Greek drama and the novel to enrich their literary experience. Study of these forms provides the basis for student writing in a variety of modes, which reflect the California State Standards in the language arts. Particular emphasis is placed on analytical essays responding to literature. Students study writing style, vocabulary, and advanced grammar. Students will complete a major research project on the computer.

English Intensive I and II

EN (CSU/UC – “b”)

Grade Level Option: 9, 10

This is a two-period class for students who need help with reading comprehension skills/strategies, word study and spelling. Approach is diagnostic with small group and individual direct instruction. Placement is determined by SRI Lexile levels BR-799.

American Literature 5/6

EN (CSU/UC – “b”)

Grade Level Option: 11

Students study American poetry, non-fiction, drama, the short story and the novel with a particular emphasis on the American experience and how writers observe various aspects of that experience. Study of these forms provides the basis for student writing in a variety of modes, which reflect the California State Standards in the language arts. Students study vocabulary, conventions of grammar and punctuation, and writing style.

Contemporary Themes in Literature 5/6

EN (CSU/UC – “b”)

Grade Level Option: 11

Business & Technology Academy

In this course students study a variety of genres in American Literature. Students will discuss, read about and respond to, in writing the themes that have most influenced American society and economics. Analytical, persuasive and reflective forms of prose along with advanced grammatical and syntactical patterns are studied. Students will complete a major research project on the computer.

English Language & Composition 5/6 AP

EN (CSU/UC – “b”)

Grade Level Option: 11

Students read and analyze a broad and challenging range of prose selections, and develop their awareness of how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy while strengthening their composing abilities. The reading assignments feature expository, narrative, descriptive, and persuasive essays from a variety of authors and historical contexts. Students examine

and respond to literary works of American writers. Summer reading and writing is required. Students prepare for the Advanced Placement Examination in English Language and Composition to earn possible college-level credit.

World Literature 7/8

EN (CSU/UC – “b”)

Grade Level Option: 12

Students study world literature—poetry, non-fiction, Shakespearean drama, the short story, and the novel—with a particular emphasis on social and cultural comparison and universal literary themes. Study of these forms provides the basis for student writing in a variety of modes, which reflect the California State Standards in the language arts. Students study advanced vocabulary, writing style, critical reading, and composition skills.

Contemporary Themes in Literature 7/8

EN (CSU/UC – “b”)

Grade Level Option: 12

Business & Technology Academy

This course covers the same state content standards as World Literature but takes a thematic approach to the studying of literature. Traditional and contemporary literature is the basis for integrating reading, writing, listening, and speaking skills. The literature selections include fiction, non-fiction, essay, drama, and poetry. Four themes – Ethics, Leadership, Work, and Success – are examined through the literature and are used as a basis for expository and persuasive writing and computer-based projects. Students who plan careers in business and technology and enjoy computers should consider taking this course. This course also focuses on college applications

English Literature and Composition 7/8 AP

EN (CSU/UC – “b”)

Grade Level Option: 12

Students participate in an intensive study of world literature—poetry, Shakespearean drama, the literary essay and the novel—with a particular emphasis on those skills necessary for the AP English Literature and Composition Exam. Study of these forms provides the basis for student writing in a variety of modes, which reflect the California State Standards in the language arts. Particular emphasis is placed on analytical essays responding to literature.

ENGLISH SUPPLEMENTAL COURSES:

Stretch 9 and 10

EL

Grade Level Option: 9 and 10

This one-period elective class emphasizes vocabulary and reading comprehension by utilizing both small group and whole class instruction. Placement in this class is determined by SRI Lexile levels 800-1000.

ENGLISH ELECTIVE COURSES:

Journalism 1/2

EL (CSU/UC – “g”)

Grade Level Option: 9, 10, 11, 12

Students learn about newspaper production through publication of the school paper. The course offers instruction and practice in copy writing and editing; proofreading; writing of feature stories, editorials, and human interest stories; critical reviews of plays, books, and motion pictures; headline writing; page makeup; and business management, including advertising.

Journalism 3-8

EL (CSU/UC – “g”)

Grade Level Option: 10, 11, 12

Students learn about newspaper production through publication of the school paper. The course offers instruction and practice in copy writing and editing; proofreading; writing of feature stories, editorials, and human interest stories; critical reviews of plays, books, and motion pictures; headline writing; page makeup; and business management, including advertising.

JRNADV (Yearbook)

EL

Grade Level Option: 9, 10, 11, 12

The school's yearbook is designed, prepared for publication, and sold by the students. Students must be responsible, meet deadlines, develop consistent work habits, and work effectively with others. Theme layout, picture schedules, sales promotions, financial accounting, copy writing, art design, photography, and record maintenance are stressed.

ENGLISH LANGUAGE DEVELOPMENT:

Structured English Immersion 1/2

EN, EL

Grade Level Option: 9, 10, 11, 12

This one-year Structured English Immersion (SEI) course is designed for newcomer English language learners who are placed in the program according to District criteria. This course emphasizes six standards – listening, speaking, reading, writing, and cross-curricular study skills and the language skills necessary for living in a new country. Structured English Immersion 1/2 is a two-hour block. This two-period course provides 5 credits for English and 5 credits for electives per semester.

Structured English Immersion 3/4

EN, EL

Grade Level Option: 9, 10, 11, 12

This one-year Structured English Immersion (SEI) course is designed for English language learners who have been in the United States for five years or less or who are recommended for or placed in the program. This course emphasizes six standards – listening, speaking, reading, writing, cross-curricular study skills, and the language skills necessary for living in a diverse society. Structured English Immersion 3/4 is a two-hour block. This two-period course provides 5 credits for English and 5 credits for electives per semester.

Structured English Immersion 5/6

EN, EL

Grade Level Option: 9, 10, 11, 12

This one-year Structured English Immersion (SEI) course is designed for English language learners who have been in the United States for five years or less, or who are recommended for or placed in the program according to the District criteria. The course emphasizes all four-language skills – listening, speaking, reading, and writing. This two-period course provides 5 credits for English and 5 credits for electives per semester.

SEI Content Prep 1/2

EL

Grade Level Option: 9, 10, 11, 12

This one-year Structured English Immersion (SEI) course is designed for students new to English to better prepare their academic vocabulary in the areas of science and social science. The course prepares English learners for success in SDAIE (Specially Designed Academic Instruction in English) content classes.

MATHEMATICS

San Gabriel High School's Mathematics courses are aligned with the Common Core Standards. Students are required to earn 30 credits of mathematics in order to graduate.

Accelerated Math I 1/2

M, (CSU/UC – “c”)

Grade Level Option: 9

Accelerated Math 1 is the first course of a three course sequence including Accelerated Math 1, Accelerated Math 2, and Accelerated Math 3. This course satisfies the California Common Core Standards for Integrated Math 1 and is intended for accelerated, gifted and/or highly motivated ninth graders. Accelerated Math 1 builds and strengthens students' conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries. Special emphasis will be paid to enrichment activities, projects, mathematical discourse and development of critical thinking and analysis skills. No extra point for GPA calculation

Integrated Math I 1/2, SDAIE

M, (CSU/UC – “c”)

Grade Level Option: 9

Integrated Math 1 is the first course of a three course sequence including Integrated Math 1, Integrated Math 2, and Integrated Math 3. This course satisfies the California Common Core Standards for Integrated Math 1 and is intended for all ninth graders. Integrated Math 1 builds and strengthens students' conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.

Integrated Math I Extension

EL

Grade Level Option: 9

Math I Extension is an elective, intervention class for students enrolled in Integrated Math I that need extra support. In this class, teachers use collaborative learning groups and other strategies to re-teach core concepts from the Math I course. Students have time to complete homework assignments, review critical concepts and build technical literacy in the computer lab as they work through the Math I online curriculum at their own pace.

Accelerated Math II 1/2

M, (CSU/UC – “c”)

Grade Level Option: 10

Accelerated Math 2 is the second course of a three course sequence (Accelerated Math 1, 2, 3). This course satisfies the California Common Core Standards for Integrated Math 2 and is intended for accelerated, gifted and/or highly motivated tenth graders. Accelerated Math 2 introduces quadratic functions and compares them to linear and exponential models from Accelerated Math 1. Students use the Pythagorean Theorem from Integrated Math 1 to represent circles and parabolas. Students explore the complex number system by exploring probability models and prediction. Finally, students use similar triangles and right triangle trigonometry to solve real-world problems. Students also construct formal proofs and build a series of crucial geometry theorems. Special attention will be paid to introducing trigonometry concepts such as: Law of Sines, Law of Cosines, the Unit Circle and graphs of trigonometric functions. Special emphasis will be paid to enrichment activities, projects, mathematical discourse and development of critical thinking and analysis skills.

Integrated Math II 1/2 , SDAIE

M, (CSU/UC – “c”)

Grade Level Option: 10

Integrated Math 2 is the second course of a three course sequence (Integrated Math 1, 2, 3). This course satisfies the California Common Core Standards for Integrated Math 2 and is intended for 10th graders. Integrated Math 2 introduces quadratic functions, comparing them to linear and exponential models from Math 1. Student use the Pythagorean Theorem from Math 1 to represent circles and parabolas. Students explore the complex number system during their exploration of quadratic equations. Students extend their statistical work from Math 1 by exploring probability models and prediction. Finally, students use similar triangles and right triangle trigonometry to solve real-world problems. Students also construct formal proofs and build up a series of crucial geometry theorems.

Integrated Math II Extension

EL

Grade Level Option: 10

Math II Extension is an elective, intervention class for students enrolled in Integrated Math II that need extra support. In this class, teachers use collaborative learning groups and other strategies to re-teach core concepts from the Math II course. Students have time to complete homework assignments, review critical concepts and build technical literacy in the computer lab as they work through the Math II online curriculum at their own pace.

Accelerated Math III 5/6

M, (CSU/UC – “c”)

Grade Level Option: 11

Pending approval.

Integrated Math III 5/6, SDAIE

M, (CSU/UC – “c”)

Grade Level Option: 11

Pending approval.

Geometry 1/2, SDAIE

M, (CSU/UC – “c”)

Grade Level Option: 9, 10, 11, 12

The course of study includes the development of deductive and inductive reasoning, applications to the real world, congruence, similarity, circles, transformational geometry, right triangle trigonometry, area, volume, and locus.

Geometry 1/2 Honors

M, (CSU/UC – “c”)

Grade Level Option: 9, 10

~~The rigorous course of study includes the development of deductive and inductive reasoning, applications to the real world, congruence, similarity, circles, transformational geometry, right triangle trigonometry, area, volume, locus, mathematical history, non-Euclidean geometry, and topology.~~

Algebra II 1/2

M, (CSU/UC – “c”)

Grade Level Option: 9, 10, 11, 12

This course in intermediate algebra provides the study of linear and quadratic functions, complex numbers, factor and remainder theorem, zeros of functions, systems of equations including Cramer's rule, logarithmic and exponential functions, factors, matrices, probability, sequences, series and statistics.

Algebra II 1/2 Honors

M, (CSU/UC – “c”)

Grade Level Option: 9, 10, 11, 12

~~This enriched course is designed for accelerated math students and includes advanced study of linear and quadratic functions, complex numbers, factor and remainder theorem, zeros of functions, conic sections, trigonometric, logarithmic, and exponential functions, factors, matrices and statistics.~~

Statistics and Probability 1/2

M, EL, (CSU/UC – “c”)

Grade Level Option: 11, 12

This course is an introduction to the study of probability, interpretation of data and fundamental statistical problem solving. Students will study describing exploring and comparing data. Probability, normal probability distribution, hypothesis testing, correlation, and regression are also covered. The T-83 graphic calculator will be utilized throughout the course.

Statistics AP

M, EL, (CSU/UC – “c”)

Grade Level Option: 10, 11, 12

This course is an in depth and technical study of interpretation of data and fundamental statistical problem solving. Exploring data, planning a study, anticipating patterns in advance and statistical inference are the four broad themes covered. Emphasis is given to topics covered on the Advanced Placement test given in May.

Applied Statistics

M

Grade Level Option: 12

Students study various aspects of Statistics and probability. This course is exclusively designed for seniors who need a third year of math for graduation credit.

Trigonometry/Pre-Calculus 1/2

M, EL, (CSU/UC – “c”)

Grade Level Option: 10, 11, 12

This course is designed to meet the needs of the student who has completed Algebra II and desires to broaden his or her mathematical background. It covers trigonometric functions and identities, the unit circle, trigonometric equations, inverse equations, triangle solutions, limits, sequences and series, and polar coordinates.

Trigonometry/Pre-Calculus 1/2 Honors

M, EL, (CSU/UC – “c”)

Grade Level Option: 11, 12

This is an accelerated and enriched course composed of advanced study of linear and quadratic functions and graphs, identities, sequences and series matrices, exponential and logarithmic equations.

Elementary Calculus

M, EL, (CSU/UC – “c”)

Grade Level Option: 11, 12

Course content includes functions, limits, continuity, differentiation, and integration of rational polynomials, maxima and minima, inflection points, and application to problems of science.

Calculus AB 1/2 AP

M, EL, (CSU/UC – “c”)

Grade Level Option: 11, 12

In this enriched and accelerated course students study functions, limits, continuity, differentiation and integration of rational polynomials, circular, exponential, and logarithmic functions, maxima and minima, inflection points, curve analysis, and certain applications to science. Students are prepared to take the Advanced Placement examination for college credit.

Calculus BC 1/2 AP

M, EL, (CSU/UC – “c”)

Grade Level Option: 11, 12

This course is the second of two entry-level college calculus classes. The course includes the study of analysis of functional behavior, infinite series, Taylor’s series, parametric equations, arc length, multiple integration, differential equations, and dynamics of particle motion. Students enrolled in this course are prepared to take the Advanced Placement exam in May. A score of 3 or higher on the AP exam will give the student college credit in mathematics at most universities. A score of 4 or higher will give the student credit for AB, as well as BC.

Math in Engineering (Elective)

EL

Grade Level Option: 9, 10, 11, 12

This elective math course allows students to think critically and work collaboratively in student teams. The course includes the study of Algebra concepts and how they apply to real world projects. Students will participate in developing projects using mathematics.

PHYSICAL EDUCATION

Physical Education courses are designed to provide a cross section of competitive, recreational, and spectator sports activities. Emphasis is placed on rules, terminology, and fundamentals for each sport studied. Physical fitness is stressed through team and individual activities, which may be used later in life.

Physical Education 1/2

PE

Grade Level Option: 9

This introductory course is designed to develop fitness and basic skills through individual and team activities. Classes are offered that increase strength, flexibility and cardio-respiratory endurance while focusing on the cognitive, social, and emotional well being of the student. The appreciation and knowledge of the effects of exercise on the body as well as the development of a lifetime fitness program are the goals of the course. Students spend the equivalent of three weeks in the classroom in fitness and exercise study. Fitness for Life, includes textbook work followed by lab activities. Fitness for Life is a major component of the P.E. curriculum.

Physical Education 3-8

PE, EL

Grade Level Option: 10, 11, 12

This course is designed to develop fitness and knowledge of movement skills through individual and team activities. Students participate in activities that increase strength, flexibility and cardio-respiratory endurance as well as focusing on cognitive, social and emotional well-being. Continued use of the Fitness for Life curriculum reinforces the concepts presented in Physical Education 1/2 and offer practical applications for developing lifetime fitness programs.

Adaptive Physical Education

PE, EL

Grade Level Option: 9, 10, 11, 12

Students participate in modified team sports, individual sports, games, rhythms, and developmental exercises designed to meet particular individual needs. Students apply correct body movements in performing exercises, sports skills, and everyday motor patterns and activities. The school nurse, psychologist, counselor, and Adaptive Specialist are involved in evaluating students. Placement in the course is determined by a doctor's recommendation or an Individualized Education Plan (IEP).

Aerobics

PE, EL

Grade Level Option: 10, 11, 12

This course is designed to strengthen the cardiovascular, muscular, and skeletal systems, and to create an awareness of the importance of exercise and diet in the lifelong pursuit of personal fitness. Students will be taught important aspect of stretching, toning, and aerobic exercise with an emphasis on safety and technique. Target heart rate will also be taught so that students will be able to calculate their training parameters now and in the future.

Athletic Theory

PE, EL

Grade Level Option: 10, 11, 12

Prerequisite: coach placement

Athletic theory classes are designed to meet the needs of students who have demonstrated exceptional athletic skills and abilities through theoretical and physical preparation and instruction. The classes are designed to prepare students for varsity-level interscholastic competition. Athletes must maintain a 2.0 GPA. These classes shall develop basic skills, teach advanced skills, and promote strategies along with analytical and theoretical thinking. The curriculum classes include: baseball, basketball, swimming, track and field, volleyball, football, soccer, softball, cross country, and tennis.

Badminton

PE, EL

Grade Level Option: 10, 11, 12

This course will include: badminton fundamentals, basic drills and activities for skill development, rules, strategies, etiquette, terminology and care of the equipment.

Basketball Fitness

PE, EL

Grade Level Option: 10, 11, 12

Five days a week of basketball! This class includes tournaments, learning new skills, improving technique and fitness.

Tennis

PE, EL

Grade Level Option: 10, 11, 12

This course will include: badminton fundamentals, basic drills and activities for skill development, rules, strategies, etiquette, terminology and care of the equipment.

Weight Training and Conditioning

PE, EL

Grade Level Option: 10, 11, 12

This course teaches basic to advanced fundamentals of weight training, safety, and the importance of improving the cardiovascular system along with the recognition of major muscle groups. The course is offered five days a week with three days of weight lifting and two days of running or physical education activity. The weight lifting is done using universal gyms and individual weight stations.

SCIENCE

San Gabriel High School's science courses are aligned with the Common Core Standards and is designed to meet the needs of all students. To meet graduation requirements, each student must earn 10 credits in a life/biological science course and 10 credits in a physical/earth science course. Check college catalogs for science classes that satisfy specific entrance requirements.

INTERDISCIPLINARY SCIENCE COURSES:

Environmental Science 1/2

SC-L/P, EL, (CSU/UC – “d”)

Grade Level Option: 10, 11, 12

Designed as a laboratory class, this course explores the inter-relationships between the various living and non-living systems on Earth. Topics include the exploration of ecosystems that covers an understanding of habitats, biodiversity, energy flow, and nutrient cycling. Students will explore air and water pollution, endangered species, recycling, human impact on natural resources, and land-use planning. Emphasis will be placed on analysis and problem solving in relation to environmental concerns.

Environmental Science 1/2 AP

SC-L/P, EL, (CSU/UC – “d”)

Grade Level Option: 10, 11, 12

This course is for students with a strong interest in Environmental Science. The scientific aspects of Environmental Science will be emphasized with all major topics covered. This course focuses on the scientific, rather than the political or social aspects.

LIFE SCIENCE COURSES:

Biology 1/2, SDAIE

SC-L, EL, (CSU/UC – “d”)

Grade Level Option: 9, 10, 11, 12

In this course, students study living organisms, their structure, function, and human impact on the environment. Lab activities are an integral part of the course; involve both individual, and team study of biological concepts.

Biology 1/2 Honors

SC-L, EL, (CSU/UC – “d”)

Grade Level Option: 9, 10

This course has the same objectives as Biology 1/2; however, it is an accelerated and enriched course. In addition, students study biological concepts such as structure and function of plants and animals, diversity of type and unity of pattern, change in organisms through time, genetic continuity, and features of the environment, homeostasis, and behavior. Scientific investigation and inquiry will be emphasized. Laboratory work is an integral part of the course.

Biology AP

SC-L, EL, (CSU/UC – “d”)

Grade Level Option: 11, 12

Biology AP provides highly motivated juniors and seniors a year of college level biology. Units covered include the diversity of life, the biology of plants, and the biology of animals, the chemistry of living things, energetics, genetics, ecology, and physiology. The course will prepare students to take the Advanced Placement Examination for which they may receive up to one year of college credit.

Physiology 1/2

SC-L, EL, (CSU/UC – “d”)

Grade Level Option: 11, 12

This course is a detailed study of the anatomy and physiology of the ten systems of the human body. It includes laboratory activities.

PHYSICAL SCIENCE COURSES:

Chemistry 1/2, SDAIE

SC-P, EL, (CSU/UC – “d”)

Grade Level Option: 10, 11, 12

Students study the composition and changes of matter. They are exposed to the fundamental concepts and techniques in chemistry. Laboratory experiments with written reports are an integral part of this course.

Chemistry 1/2 Honors

SC-P, EL, (CSU/UC – “d”)

Grade Level Option: 10, 11, 12

This course has the same objectives as Chemistry 1/2; however, it is an accelerated and enriched course.

Chemistry AP

SC-P, EL, (CSU/UC – “d”)

Grade Level Option: 11, 12

In this college level course students continue their study of chemistry. In depth, discussions of physical and organic chemistry are included. Laboratory work is an integral part of the course.

This course is designed to prepare students for the AP exam.

Physics 1/2

SC-P, EL, (CSU/UC – “d”)

Grade Level Option: 11, 12

Through mathematics and laboratory experiments, students explore motion, energy, electricity, optics and modern physics.

Physics 1/2 AP

SC-P, EL, (CSU/UC – “d”)

Grade Level Option: 11, 12

In this college level course students study classical and modern physics. Topics include mechanics, kinetic theory and thermodynamics, electricity and magnetism, waves and optics, and modern physics. Students will apply these topics in problem solving exercises. The class is designed to prepare students for the AP exam.

Physics B 1/2 AP

SC-P, EL, (CSU/UC – “d”)

Grade Level Option: 11, 12

In this college level course students study classical and modern physics. Topics include mechanics, kinetic theory and thermodynamics, electricity and magnetism, waves and optics, and modern physics. Students will apply these topics in problem solving exercises. The class is designed to prepare students for the AP exam.

SOCIAL SCIENCES

San Gabriel High School's Social Studies courses are aligned with the Common Core Standards in all required courses. Three years of social science is required for graduation, including one year of World History, Culture, and Geography: The Modern World, one year of United States History and Geography: Continuity and Change in the 20th Century, one semester of Principles of American Democracy, and one semester of Economics.

Human Geography 1/2 AP

SS, (CSU/UC – “a”)

Grade Level Option: 9

In this course, students will examine the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, and urban geography. Emphasis is placed on geographic models and their applications to the development of the modern world. Essay exams, oral reports, and research papers are required. Students enrolled in the course are encouraged to take the Human Geography AP exam.

World History 1/2, SDAIE

SS, (CSU/UC – “a”)

Grade Level Option: 10, 11, 12

In this course, students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world. Research projects are required and tests include essays.

World History 1/2 AP

SS, (CSU/UC – “a”)

Grade Level Option: 10, 11, 12

Students study the evolution of global processes and human societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Students learn through a combination of factual knowledge and analytical skills. Essay exams, oral reports, and research papers are required. Students enrolled in the course are encouraged to take the World History AP exam.

United States History 1/2, SDAIE

SS, (CSU/UC – “a”)

Grade Level Option: 11, 12

In this course, students examine major turning points in American history in the twentieth century. After a brief review, certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of the technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as major world power. Essay exams, oral reports, and research papers are required.

United States History (Business Academy)

SS, (CSU/UC – “a”)

Grade Level Option: 11

Business and Technology Academy

This college-preparatory course is the 11th grade social studies component of the Business Academy. The content follows the California State History-Social Studies Framework for United States history. The course objectives, literature, and projects also are articulated with 11th grade English and business career path sequence. The rise of the United States as a world power, industrialization, and the history of the American government in business are highlighted. The use of computers and telecommunications as research tools are stressed.

United States History 1/2 AP

SS, (CSU/UC – “a”)

Grade Level Option: 11, 12

This course has the same objectives as United States History/Geography 1/2; however, it is an enriched and accelerated course designed to prepare students for the AP exam, given nationwide in the spring. Essay exams, oral presentations, document analysis, and extensive readings are required. A college text is used.

American Government / Civics, SDAIE

SS, (CSU/UC – “a”)

Grade Level Option: 12

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. This course is taken back to back with Economics. Research papers and essay exams are required.

American Government / Civics AP

SS, (CSU/UC – “a”)

Grade Level Option: 12

This course has the same objectives as American Government/Civics; however, considerable emphasis is given to the understanding of political patterns and behaviors as well as the consequences of each. Students will analyze data and be able to interpret subject matter in writing. Essay exams, oral presentations, and research papers are required. This is an enriched and accelerated course specifically designed to prepare students for the AP exam given nationwide in the spring. This course turns into Economics during the subsequent semester.

Economics, SDAIE

SS, (CSU/UC – “a”)

Grade Level Option: 12

In this one-semester course, students deepen their understanding of the economic problems and institutions of the nation and world in which they live. They learn to make decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. Students add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to better understand and appreciate the complexity of our economic system. This course is taken back to back with American Government/Civics.

Psychology 1/2

EL, (CSU/UC – “g”)

Grade Level Option: 11, 12

This course provides a comprehensive study of Psychology with practical applications in the areas of learning, motivation, development, personality, abnormal psychology, intelligence, social psychology, biology, perception and sleep and dreams.

Psychology AP

EL, (CSU/UC – “g”)

Grade Level Option: 11, 12

This college level elective course provides an in-depth, comprehensive study of Psychology with practical applications in the areas of learning, motivation, development, personality, abnormal psychology, intelligence, social psychology, biology, perception and sleep and dreams. Students are encouraged to take the Psychology AP test in the spring.

VISUAL AND PERFORMING ARTS

San Gabriel High School is currently reviewing curricular offerings to assure alignment with the California State Standards. This will have an effect on the various levels of classes offered. Since the beginning of time, artist throughout the world have expressed their ideas, emotions, and beliefs and have recorded historical events through visual and performing arts, such as painting, sketching, sculpture, movement, music, dramatics and theater. Additionally, designated courses meet the University of California and California State University one-year entrance requirement for visual and performing arts.

ART:

Ceramics 1/2

FA, EL, (CSU/UC – “f”)

Grade Level Option: 9, 10, 11, 12

In this, course students study the basics of hand building and wheel thrown pottery, as well as simple sculpture techniques. Students complete a variety of finished works, from the wedging of clay to the firing and final glazing. Students learn some of the basic science behind different clay bodies, techniques used throughout history and research different styles of pottery and sculpture from various cultures. Each student records research, sketches, and project results in a journal. Group critiques allow them to observe and compare the wide range of artistic style and intentions behind each piece of work.

Ceramics 3/4

FA, EL, (CSU/UC – “f”)

Grade Level Option: 10, 11, 12

Students continue their study ceramics. In this course they learn to throw pots on the wheel, experience advanced techniques in glaze application, and explore variations in ceramic forms. Students must be able to work independently.

Drawing and Painting

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

Drawing and painting provides the student with the opportunity to explore and develop an understanding of freehand and technical drawing techniques. Students will explore a variety of media including pencil, ink and markers to portray still life, portraits, figures, animals, architectural and interior subject matters producing several portfolio pieces.

Art History AP

FA, EL, (CSU/UC – “F”)

Grade Level Option: 11, 12

This course is a survey of art form prehistoric to modern times. No prior experience in art or art history is required. Students who enjoy history and literature or any of the studio arts are encouraged to enroll. Mastering the course content will provide the student with an opportunity to qualify for college credit in Fine Arts after being successful in the nationwide Advanced Placement test taken in the spring.

Studio Art AP

FA, EL, (CSU/UC – “F”)

Grade Level Option: 10, 11, 12

Description pending.

COMMUNICATIONS:

Oral Interpretation

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

Oral Interpretation is an introduction to the art of interpreting the written word for performance. Students study the process of interpreting, analyzing, and performing prose, drama, and poetry. Emphasis is placed on learning the language of theatre, the historical and cultural background of performance pieces, and the art of speaking with body and voice. Students will be required to maintain a portfolio, complete research, and participate in class activities.

Drama 1/2

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

The purpose of this course is to develop students' communicative skills by introducing them to the structure of dramatic arts. In this introduction to theater, students develop acting skills and techniques used in performances before classmates. Students learn history of the theater, American musical theater, play reading and analysis, costuming, make-up techniques, stage scenery, and lighting theory. This acting course is designed to help develop each student's personality as well as gain an appreciation for the arts.

Drama 3-8

FA, EL, (CSU/UC – “F”)

Grade Level Option: 10, 11, 12

Prerequisite: Drama 1/2

The course is designed to introduce the art of the actor through performance. Through various processes, each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading of the textbook and scripts, writing essays and scripts, design, acting, and lecture, students will have a beginning understanding of the history of drama and the dramatic profession. A passing grade for the first semester of Drama is necessary to continue into the second semester.

Technical Theatre I

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

This course consists of a study of the theory and practice of set design, construction, sound and lighting for plays, dance productions, choral and instrumental productions. Students make scenery, furniture, props, and learn about stage lighting and sound equipment, act as stage crew during

assemblies and for school and civic performances. Students are required to be available to work on eight evening performances each semester to pass the class.

Technical Theatre II

FA, EL, (CSU/UC – “F”)

Grade Level Option: 11, 12

Prerequisite: Technical Theatre I

This course has the same objectives, content, and requirements as Technical Theatre I. It is a prerequisite for Technical Theatre II. Student must be willing to accept production (technical) assignments, i.e., stage manager, audio mixing board operator, light-board operator, follow-spot technician, etc.

MUSIC:

Instruments

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

Students begin the study of music through hands-on work with a concert band instrument. Musical terminology, rhythmic figures and basic reading skills will be learned to further enhance this experience. Students develop musicianship in both solo and ensemble playing. Students participate in public performances. Outside study, rehearsal and performance are required.

Concert Band

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

Students demonstrate proficient skills within a music ensemble. They listen to and analyze music critically, using proper terms and language. Students read and perform a varied repertoire of music at the intermediate skill level. Students expand their knowledge and understanding of the relationship of music to history and culture. Students apply acquired skills to evaluate musical experiences and performances.

Advanced Band (Marching Band)

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

Students study a wide variety of band literature, music theory, and sight-reading. Students will be able to perform a varied repertoire of music on an intermediate to advanced level. They analyze music critically using proper terms and language, and develop knowledge and understanding of the relationship of music to history and culture.

Guitar

FA, EL

Grade Level Option: 9, 10, 11, 12

Students will learn to understand and play a wide variety of musical styles on the guitar including: pop, rock, blues, classical, and folk. Students will learn how to read easy to medium level music in the open position on the guitar. Students study all basic position cords, basic rhythms, and right-handed control and position. The course will include listening and understanding the sound and history of the guitar, elementary theory and symbols used in music. Introduction to the blues form an ability to improvise with pentatonic or blues scale.

Piano

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

Fundamentals of piano playing and musical interpretation are emphasized. Objectives include learning proper touch, scales, basic chords, reading simple melodies, and playing harmonized arrangements of classic, folk, and popular music. Intermediate and advanced students will work with literature of medium to difficult levels. They will study minor scales, arpeggios, and technique, and they will memorize literature for public performance.

Tri-City Orchestra

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

Students meet two evenings per week for rehearsal. Students study a wide variety of orchestral literature, music theory and learn proper performance techniques. They analyze music critically using proper terms and language and develop knowledge and understanding of the relationship of music to history and culture.

Choir

FA, EL, (CSU/UC – “F”)

Grade Level Option: 9, 10, 11, 12

Students read, notate, listen to, analyze, and describe music using the terminology of music. They apply vocal and instrumental music skills in performing a varied repertoire of music. Students analyze the role of music in past and present cultures throughout the world; this choir is suggested for all students planning to audition for advanced choir. Submission of a personal portfolio is required for second semester.

Advanced Choir

FA, EL, (CSU/UC – “F”)

Grade Level Option: 10, 11, 12

This advanced choral class offers students many performance opportunities at concerts, festivals, and school and community events. A variety of choral literature will be studied throughout the year. This course also includes study in music theory, sight-reading, solo/ensemble performance and intermediate to advanced vocal technique. Submission of a personal research portfolio is required.

Production and Art in Film

FA, EL, V, (CSU/UC – “F”)

Grade Level Option: 11, 12

This class will combine four areas of Visual and Performing Arts, Drama/Theater and Visual Arts: aesthetic perception, creative expression, drama/theater heritage-historical and cultural, aesthetic valuing. Students will be required to study the history and development of film production from Edison's first attempt to the sophisticated methodology of today's cinema experts. The students will critique and analyze 30 classic films, chart the impact of film on society and experience small-scale film production. They will write a script, produce, direct and act and edit short video productions.

WORLD LANGUAGES

The primary purpose of the study of world languages is to provide students with opportunities to acquire communication skills and knowledge of cultures other than their own. Bilingual students have the opportunity to increase their cultural heritage and language skills. Students with advanced language ability may receive credit by examination at the time of enrollment or at announced testing times during the school year.

French 1/2

FA, EL, (CSU/UC – “e”)

Grade Level Option: 9, 10, 11, 12

This course is designed to develop basic communication skills for the beginning student. The stress is on developing listening and speaking skills through the use of meaningful input. Students are allowed to progress naturally through the stages of second language acquisition: comprehension, early production, and speech emergence. Reading, writing, and cultural awareness are introduced.

French 3/4

FA, EL, (CSU/UC – “e”)

Grade Level Option: 9, 10, 11, 12

Prerequisite: French 1/2 or exam

This course is designed to strengthen skills acquired in first year French. Additional vocabulary is acquired and basic structures are reinforced. Stress continues to be on communication in spoken and written form. Reading selections and audio-visual material expose students to the culture and civilization.

French 5/6

Grade Level Option: 9, 10, 11, 12

This course is designed to develop more complex grammatical patterns of oral and written expression. Cultural, historical and literary reading selections provide greater understanding of the French-speaking people. The class is conducted primarily in French.

FA, EL, (CSU/UC – “e”)

Prerequisite: French 3/4 or exam

Mandarin 1/2

Grade Level Option: 9, 10, 11, 12

The course is designed to maintain and strengthen the student's skill in Mandarin. Students will study grammar, reading, writing, culture, and will be introduced to literature. Conversational skills will also be highlighted.

FA, EL, (CSU/UC – “e”)

Mandarin 3/4

Grade Level Option: 9, 10, 11, 12

The course is designed to strengthen the student's skill in Mandarin. Students will study grammar, reading, writing, culture, and Chinese civilization.

FA, EL, (CSU/UC – “e”)

Prerequisite: Mandarin 1/2 or exam

Mandarin 5/6

Grade Level Option: 9, 10, 11, 12

Students will study literature and learn intermediate writing skills in Mandarin. The culture and history of China will be highlighted.

FA, EL, (CSU/UC – “e”)

Prerequisite: Mandarin 3/4 or exam

Mandarin 7/8

Grade Level Option: 9, 10, 11, 12

~~Students will study literature and learn intermediate writing skills in Mandarin. The culture and history of China will be highlighted.~~

~~FA, EL, (CSU/UC – “e”)~~

~~*Prerequisite: Mandarin 5/6 or exam*~~

Chinese AP

Grade Level Option: 9, 10, 11, 12

The AP Chinese Language and Culture course will be roughly equivalent to a second year college course. It will incorporate Chinese cultural information within the teaching of reading, writing, and speaking the language. The class is based on Mandarin/Putonghua Chinese.

FA, EL, (CSU/UC – “e”)

Spanish 1/2

Grade Level Option: 9, 10, 11, 12

This first year course is designed to develop basic communication skills for the beginning student. The emphasis is on developing listening and speaking skills through the use of meaningful input. Students progress naturally through the stages of second language acquisition: comprehension, early production, and speech emergence. Reading, writing, and cultural awareness are introduced.

FA, EL, (CSU/UC – “e”)

Spanish 3/4

Grade Level Option: 9, 10, 11, 12

This first year course is designed to develop basic communication skills for the beginning student. The emphasis is on developing listening and speaking skills through the use of meaningful input. Students progress naturally through the stages of second language acquisition: comprehension, early production, and speech emergence. Reading, writing, and cultural awareness are introduced.

FA, EL, (CSU/UC – “e”)

Prerequisite: Spanish 1/2 or exam

Spanish 5/6

Grade Level Option: 9, 10, 11, 12

FA, EL, (CSU/UC – “e”)

Prerequisite: Spanish 3/4 or exam

This course is designed to develop effective use of the language in oral and written expression. Cultural, historical and literary reading selections provide greater understanding of the Spanish-speaking people. The class is conducted primarily in Spanish.

Spanish 7/8

Grade Level Option: 9, 10, 11, 12

~~FA, EL, (CSU/UC – “e”)~~

~~*Prerequisite: Spanish 5/6 or exam*~~

~~This fourth year course is designed to make effective use of the language in oral and written expression. Students explore art, architecture, music, and literature of the language and their influence on other cultures. The class is conducted in Spanish.~~

Spanish 1/2 Honors

Grade Level Option: 9, 10, 11, 12

FA, EL, (CSU/UC – “e”)

Prerequisite: Exam

This first year course is designed for those students who already speak Spanish. Students learn to read and write Spanish, and participate in oral discussions in class. In addition, geographical and cultural aspects of Spanish speaking countries are emphasized.

Spanish 3/4 Honors

Grade Level Option: 9, 10, 11, 12

FA, EL, (CSU/UC – “e”)

Prerequisite: Spanish 1/2 Honors or Exam

This course is designed so that Spanish speaking students continue their study of the language. Grammar and vocabulary building are stressed and literature is introduced. Students are encouraged to pursue advanced study in the language. Foreign-born students and others who read and write Spanish fluently will begin their language study with this class.

Spanish 5/6 Honors

Grade Level Option: 9, 10, 11, 12

FA, EL, (CSU/UC – “e”)

Prerequisite: Spanish 3/4 Honors or Exam

This course is designed so that Spanish speaking students continue their study of the language. Advanced principles of grammar are studied with more extensive vocabulary. As the student progresses with his study of grammar, he utilizes what he has learned by giving oral reports and readings in the classroom. Selections from Spanish literature and history are read and discussed in class. After mastering these principles of structure, the student is encouraged to pursue the study of the language at the Advanced Placement level.

Spanish Language AP

Grade Level Option: 10, 11, 12

FA, EL, (CSU/UC – “e/g”)

Prerequisite: Spanish 5/6

This course is designed to prepare the student to pass the AP exam in Spanish Language. This course covers advanced Spanish composition and conversation. It stresses oral skills, composition, and grammar. The course seeks to develop language skills that can be applied to various activities and disciplines. Extensive training in the organization and writing of composition is an integral part of the course.

Spanish Literature and Culture AP

Grade Level Option: 10, 11, 12

FA, EL, (CSU/UC – “e”)

Prerequisite: Spanish Language AP

This course is designed to prepare the student to pass the AP exam in Spanish Literature and Culture. The course covers the equivalent of a third-year college course in advanced grammar, composition, conversation, and literature. The course seeks to develop the language skills of composition, conversation, reading, and literary analysis.

NON-DEPARTMENTAL COURSES

Leadership (9th Grade)

EL

Grade Level Option: 9

The leadership course develops the qualities and skills needed for effective student government. Emphasis is placed on learning through study, discussion, and direct experience in such areas as parliamentary procedure, group leadership, planning student activities, and the associated student body budget. There is no prerequisite for 9th grade students to take this course. This separate 9th grade only leadership course is offered to build the knowledge base of student government for freshman students. The ninth graders will be taking a yearlong course.

Leadership

EL

Grade Level Option: 10, 11, 12

Prerequisite: Election

The leadership course develops the qualities and skills needed for effective student government. Emphasis is placed on learning through study, discussion, and direct experience in such areas as parliamentary procedure, group leadership, planning student activities, and the associated student body budget. There is no prerequisite for 9th grade students to take this course.

Academic Decathlon

P

Grade Level Option: 9, 10, 11, 12

This course prepares students to compete in the United States Academic Decathlon. It consists of preparation for ten different subjects. In *language and literature*, there are three foci: critical reading, a novel, and short pieces (usually, poetry). In *music and art*, students must have a basic understanding of theory and history and be intimately acquainted with particular pieces and their artists/composers. *Mathematics* is wide ranging, requiring skills from algebra to calculus. *Science and social science* rotate topics based on a thematic area. *Essay* is based upon an expository format. *Economics* has three areas: microeconomics, macroeconomics and a focus area (i.e. mercantilism). *Speech and interview* focus on speaking and presentation skills. Students for this course are selected with teacher approval, and must meet certain criteria to be enrolled unless they are elected to student body office in the second semester of their freshman (9th) grade year.

PEER RESOURCE COURSES:

Peers helping peers is an important and successful program at San Gabriel High School. Teens interact with peers on a variety of levels. The Peer Resources program is one way in which students can interact in a positive and confidential manner with others. Students trained in communication, counseling and helping skills can assist their peers with their concerns and problems related to school, personal, and family issues. Contacts are confidential and voluntary. Contact your counselor for more information.

Peer Counseling 1/2

EL

Grade Level Option: 9, 10, 11, 12

This course is designed to provide training, experiences and supervision for students who wish to become peer counselors and helpers. The curriculum includes training in decision-making, communication, and helping and self-awareness skills. Areas of content include adolescent development, school/community problems, family, sexuality, death, loss and recovery, stress, depression, and suicide.

Peer Counseling 3/4

EL

Grade Level Option: 10, 11, 12

This course is designed to provide training, experiences and supervision for students who wish to become peer counselors and helpers. The curriculum includes training in decision-making, communication, and helping and self-awareness skills. Areas of content include adolescent development, school/community problems, family, sexuality, death, loss and recovery, stress,

depression, and suicide. Students who have successfully completed this course are officially considered peer counselors.

Conflict Resolution

EL

Grade Level Option: 9, 10, 11, 12

Conflict Resolution is a one-year course that will instruct students in specific techniques that enhance the resolution of interpersonal conflicts. It includes readings and activities that encourage exploration of the various factors that promote stereotyping and racial and gender intolerance. Models of personal and cultural communication patterns, and conflict resolution skills will be developed.

Peer Assistant

EL

Grade Level Option: 11, 12

Prerequisite: Peer Counseling 1/2 and Approval

This course is designed to provide peer counseling and other helping experiences on a daily basis. Peer Assistants work in the guidance office under the direct supervision of a certificated counselor. They assist school personnel with a variety of student problems, including attendance, academics, and personal and crisis situations. Peer Assistants work with individual, group, and classroom settings to develop better self-esteem, to improve school attendance, and to encourage personal and social responsibility.

Career Technical Education (CTE)

BUSINESS & COMPUTER TECHNOLOGY OCCUPATION COURSES:

Computer Projects and Animation

EL

Grade Level Option: 11, 12

Students will have both the theory and hands-on training in art fundamentals, drawing, cartooning, animation basics and computer graphics.

Computer Projects and Design

EL

Grade Level Option: 11, 12

This course will utilize Microsoft Word, Excel, PowerPoint, or Access to create projects for work. Microsoft Publisher and desktop publishing will also be included.

Web Page Design – HTML

EL

Grade Level Option: 11, 12

Students will learn to use HTML to design web pages by using tags, text, images, and animation. Students will view and test pages with a browser.

CTE: BUSINESS COURSES:

Computer Accounting 1/2

EL, M (CSU/UC: - "g")

Grade Level Option: 10, 11, 12

Computer Accounting is a two-semester class that meets the 3rd year math requirement for graduation. Students will learn the principles of accounting and apply them to accounting transactions in completing the business cycle. Accounting simulations and spreadsheet programs representative of the industry will be utilized in preparing students for entry-level jobs. *Articulated with Pasadena City College*

Computer Keyboarding/App 1/2, SDAIE

EL

Grade Level Option: 10, 11, 12

This is a two semester course. It is designed to give students personal keyboarding skills. Emphasis is on good keyboarding techniques and familiarization with the keyboard. This class also includes formatting of reports, letters and research papers. Desktop publishing, graphics applications, graphic design, and digital audio are also covered. Software will include Microsoft Word, Excel, PowerPoint, Publisher, Photoshop, Fireworks, MovieMaker, Corel Video Studio, and Paint.net. This course is intended to introduce students to a variety of software programs.

Computer Literacy/Applications 1/2

EL

Grade Level Option: 9, 10, 11, 12

Computer Literacy/Applications is a two-semester course. The class includes keyboarding, spreadsheets, word processing, database, desktop publishing, graphics applications, an introduction to the Internet, 2D animation, desktop video, graphic design, podcasting, digital audio, and much more. Software includes Microsoft Word, Excel, Access, PowerPoint, Publisher, Photoshop, Flash, Fireworks, Audacity, Paint.Net, MovieMaker, and Corel Videostudio. This course is recommended for students interested in Information Systems, Business Administration, Accounting and Finance, or a Marketing Career. This class is intended to introduce students to a variety of software programs. *Articulated with Pasadena City College*

Global Business and Finance 1/2

EL, (CSU/UC – “g”)

Grade Level Option: 10, 11, 12

Global Business and Finance is a two-semester course designed to provide students with an overview of the principles of business finance, increase confidence in managing money and to provide lifelong skills. The curriculum focuses on major areas of study, including economics, marketing, accounting procedures, and the global financial market as well as preparation for future employment, financial literacy, and consumer decision making. Work-based learning strategies are field trip to the Federal Reserve, Virtual Stock Market Game, and Internship.

CTE: DESIGN COURSES:

Computer Projects and Animation 1/2

EL, (CSU/UC – “g”)

Grade Level Option: 10, 11, 12

Computer Projects and Animation is a two-semester course for students interested in 3D animation, 2D animation, graphic design, desktop publishing and presentation software. This course emphasizes 3D modeling and animation.

Digital Media 1/2

EL, (CSU/UC – “f”)

Grade Level Option: 10, 11, 12

Digital Media is a two-semester course for students interested in learning the basics of visual and audio communication in the Digital World. This includes shooting and editing digital video, graphic design, video game development, basic computer programming, modifying digital images and the use of digital equipment and the internet. This course meets the fine arts graduation requirement.

Computer Web Design 1/2

EL, (CSU/UC – “g”)

Grade Level Option: 10, 11, 12

Computer Web Design is a two-semester course for students interested in developing the skills and knowledge of developing websites. Students will learn the basics of website design, graphics and animation developed specifically for the Internet. HTML and Web publishing software will be used to create, format, illustrate design and edit Web pages. This class focuses on web page planning, basic design, layout and construction, and setup and maintenance of a web site. HTML, Dreamweaver, Fireworks, Flash, Photoshop and various other web page and image creation tools are taught in the course.

Video Game Design

EL, (CSU/UC – “g”)

Grade Level Option: 9, 10, 11, 12

Computer Web Design is a two-semester course for students interested in developing the skills and knowledge of developing websites. Students will learn the basics of website design, graphics and animation developed specifically for the Internet. HTML and Web publishing software will be used to create, format, illustrate design and edit Web pages. This class focuses on web page planning, basic design, layout and construction, and setup and maintenance of a web site. HTML, Dreamweaver, Fireworks, Flash, Photoshop and various other web page and image creation tools are taught in the course.

FOOD SERVICE COURSES:

Foods 1/2

EL

Grade Level Option: 9, 10, 11, 12

Food preparation labs cover a wide range of foods and cooking techniques. The course includes units in proper food preparation and presentation, proper nutrition, buying foods and marketing, manners and entertainment, consumer issues, and career application.

Culinary Arts

EL

Grade Level Option: 11, 12

Students will develop occupational competency in the field of food preparation and service. Training in the use of restaurant equipment and related technical knowledge is given in several job titles including short order cook, kitchen helper, bus person, or server. Classroom instruction will be combined with paid or unpaid on-the-job training.

Gourmet Foods

EL

Grade Level Option: 11, 12

~~This semester course is designed to teach the specialized skills of gourmet food preparation. Lab techniques will cover such areas as: appetizer, holiday meals, fancy fruits and vegetables, sauces, gourmet desserts including pies, rosettes, cookies, cake decorating and candy. There will be an emphasis on table setting and on the preparation of food for entertaining and an appreciation of foods served with flair.~~

HEALTH OCCUPATION COURSES:

Emergency Medical Technician

EL

Grade Level Option: 12

Students will be taught fundamentals of various health care fields, including emergency room aide, ambulance attendant and laboratory assistant. Students may qualify for the EMT-1 State Certificate examination (cost). A background in biology or related areas is recommended.

Health Careers

EL

Grade Level Option: 11, 12

Health careers classes emphasize the application of health field concepts. Students learn about the variety of career options in health, basic anatomy, physiology of the human body, diseases and treatment associated with the body, and techniques involved in training to become a health professional. Throughout this three-year program, students will learn about medical math, medical terminology, health careers, and becoming a nurse assistant. Students will also have opportunities to become CPR and/or First Aid certified, in addition to gaining experience in the health field when they participate in mentorships and internships.

INDUSTRIAL TECHNOLOGY COURSES:

The goals of the Industrial Technology Department are to give students the opportunity to develop entry-level job skills, learn basic skills for advanced training, and develop skills in the safe use of tools and machines for personal use.

Auto Technology 1/2

EL

Grade Level Option: 11, 12

The student learns basic principles of the maintenance of the automobile including the following: tune up, brake service, progressive maintenance, and wheel alignment, and balancing. The student is given an area of the shop to watch and keep clean along with instructions on safety and the proper use of tools and equipment.

Auto Technology 3-6

EL

Grade Level Option: 11, 12

Prerequisite: Auto Technology 1/2

The student is encouraged to work on his own car. The course emphasizes major engine work, wheel alignment and tire balancing, complete brake service including machining tune up and progressive maintenance. Instruction is also given in automotive computer analysis engine sensors and actuators. Safety and safety in keeping and maintaining a shop facility are essential parts of the students' experience.

Exploring Industrial Technology 1/2, SDAIE

EL

Grade Level Option: 9, 10, 11, 12

This activity centered course gives students a chance to explore the world of modern industrial technology. Sections may include: drafting, metals, woodworking, machines, computers, and automobiles are taught in six weeks segments. Freshmen begin their study of industrial technology by taking this course.

Woodworking Technology 1/2

EL

Grade Level Option: 10, 11, 12

This introductory technology course emphasis is on the acquisition of woodworking knowledge and skills through the hands-on process of manufacturing such projects as a table, an "amazing" folding chair and stool, etc. Students will understand planning and layout processes, using tools and machines to process materials safely, following standard assembly procedures, and performing finishing processes.

Woodworking Technology 3-6

EL

Grade Level Option: 11, 12

Prerequisite: Woodworking Technology 1/2

Wood Construction 3/4 is an advanced woodshop course in the use of machine tools in furniture and cabinet making. It provides basic information about the construction industry and teaches the principles of carpentry. Wood construction 5/6 is an advanced woodshop course in the use of machine tools in furniture and cabinet making.

MARKETING & SERVICE OCCUPATIONS

Culinary Arts / Food Services

EL

Grade Level Option: 11, 12

In classroom, kitchen, and the Matador Café training for employment skills in food preparation, serving and other food service skills

Culinary Arts / Restaurant Management & Catering

EL

Grade Level Option: 11, 12

In classroom, kitchen, and the Matador Café training for employment skills in food preparation, serving and other food service skills

Retail Sales CC/CVE

EL

Grade Level Option: 11, 12

Students learn how to be an effective salesperson by combining classroom and on-the-job experience. Items covered are store procedures and regulations, store security, operating a cash register, stock control and maintenance, product knowledge, inventory procedures, display techniques, customer relations, making change, counting cash, salesperson dress, job application and interview techniques and writing a resume. Students are usually placed in local stores by the third week for practical training experience.