



# Gahr High School



# GLADIATORS

# Registration Manual

## 2019 - 2020

**STEAM Magnet School**

Science, Technology, Engineering, Art, & Math

11111 Artesia Blvd., Cerritos, CA 90703

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[www.GahrHS.us](http://www.GahrHS.us)

~ Est. 1965 ~

ABC Unified School District

# Administration

**Dr. Crechena Wise, Principal**

**Mr. Adam Wright, Assistant Principal**

**Mrs. Janet Simko, Assistant Principal**

**Dr. Josie Summers, Asst. Principal**

**Ms. Sue Im, Dean of Students**

**Ms. Adrienne Thomas, Dean of Students**

**Mr. Jose Vasquez, Dean of Students**

**Ms. Alyssa Chen, Counselor**

**Mr. Stephen Segura, Counselor**

**Mr. Taurrean Hundley, College &  
Career Center**

## "An Equal Opportunity Employer"

The ABC Unified School district in compliance with the Title VI of the civil rights Act of 1964, Title IX of the Education Amendment of 1972 and the Rehabilitation Act of 19743. The District does not discriminate in matters of employment or admission to educational programs and activities because of race, color, national origin, marital status, religion, age, handicap or sex or sexual orientation. the district will takes steps to assure that the lack of English will not be a barrier to admission and participation.

## UNA ENTIDAD CON IGUALDAD DE OPORTUNIDADES

El Distrito Escolar Unificado ABC cumple con los mandatos del Acto de Derechos Civiles 1964 del Título VII, Reformas de Educación de 1792 del Título IX, y Acto de Rehabilitación de 1973. En referencia a asuntos de empleo o admisión en los programas y actividades educativas, el Distrito no hace distinciones por raza, color, origen nacional, estado matrimonial, religión, edad, incapacidades, ni por sexo. El Distrito tomará los pasos necesarios para asegurar que la falta de inglés no sea una barrera para admisión ni para participación.



# Programs & Pathways

**A**cademics  
ctivities  
thletics  
associated student body



**GAHR FORUM**



**Game Design**





## Message from your Principal: Dr. Crechena Wise

Dear Gladiators,

Welcome to Gahr High School! We are a proud STEAM Magnet School offering many opportunities to place our students in the position of choice; the choice of college or a career pathway.

We support a school culture in which all GLADIATORS belong and take pride in their academic success. Our academic vision is to support a school culture where all kids belong and take pride in their academic success. We are the home of Scholars and Champions, offering CIF athletics, Band, many clubs and programs to provide opportunities for students to thrive. Also, career pathways to include Arts, Automotive, Bio-Medical, Drama/Theatre, Engineering, International Business, Multimedia Communications, and Video Productions for students to explore post-graduate careers.

Our mission is to ensure student possess a choice in their post graduate endeavors. We are proud of our relationships with a local college as we articulate courses to create pipelines from high school to community colleges by offering college courses on our campus. Our students are accepted to some of the best Colleges and Universities in our nation that include the Cal State Universities, University of California campuses, and private universities such as Harvard, Yale, and Stanford.

Here at Gahr, we offer many programs to support your pursuit of graduation and beyond. All students reach their highest potential through organization, positive attitude, and hard work. We look forward to a great educational experience and academic success for your student.

Best wishes,

Dr. Crechena Wise  
Principal

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### Counselor Recommendations

Credit Deficiencies. There are three possibilities for credit make-up:

1. Request an additional period
2. Attend approved summer school programs
3. Request Adult School, Edmentum, or Community College classes

### Course Selection

1. Courses not yet taken:

Circle the course and course name needed on your Course Selection Card.

2. Courses taken, but not passed: See your counselor regarding make-up of required course.

### Non-Discrimination Statement

ABC Unified School District programs, activities, and student clubs are available to all persons without regard to actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

### Registration Process

Counselors meet with you to assist with and verify your course selections, as well as review your 4-Year Plan. Students will then turn in their registration card with parent signature.

## Course Requirements: **Students must earn a minimum of 230 semester credits as follows:**

|   |                           |
|---|---------------------------|
| <b>English</b>  | 8 semesters (40 credits)  |
| <b>World History/Geography<br/>or AP European History</b> | 2 semesters (10 credits)  |
| <b>U.S. History/Geography</b>                             | 2 semesters (10 credits)  |
| <b>Civics</b>   | 1 semester (5 credits)    |
| <b>Economics</b>  | 1 semester (5 credits)    |
| <b>Mathematics</b>  | 6 semesters (30 credits)  |
| <b>Biology</b>  | 2 semesters (10 credits)  |
| <b>Physical Science/Chemistry/Physics</b>                 | 2 semesters (10 credits)  |
| <b>Physical Education*</b>                                | 4 semesters (20 credits)  |
| <b>Health</b>   | 1 semester (5 credits)    |
| <b>Fine Arts or World Language</b>                        | 2 semesters (10 credits)  |
| <b>Electives</b>  | 15 semesters (75 credits) |

## DEFINITION OF TERMS

**AP - Advanced Placement:** A system by which college freshmen may bypass entry-level courses in college by proving they have taken the equivalent in high school. College credit may be awarded by the college if a student earns a certain score on a specially designed College Board exam.

**ATA - Art Technology Academy:** ATA combines traditional methods of creating art with the addition of the use of technology. Students learn on industry standard software to create a wide range of projects, from basic design layouts to the detailed aspects of film editing & fashion construction.

**AVID - Advancement Via Individual**

**Determination:** Program to support students for a more rigorous curriculum that will enable them to go to college.

**BTL - Basics to Life:** Classes for students who need a modified core curriculum because of learning challenges. =

**CAHSEE:** California High School Exit Exam

**CP - College Preparatory:** Term used for courses that are highly academic. Programs satisfy entrance requirements for colleges & universities.

**CSU - California State University:** System of 23 universities that students can apply to.

**CTE Career Technical Education**

**DSP - Distinguished Scholars Program:** An academic recognition program throughout the ABC Unified School District for high school students in grades 10 – 12. The program offers an advanced course of study designed to prepare the highly motivated, academic student for the demanding standards of top universities.

**ETC - Education to Career:** A program designed to meet the needs of students who are able to perform academically during the majority of the school day within a regular classroom, and who are in need of supplementary academic services. (RSP ~ Resource Specialist Program)

**ELD - English Language Development:** Instruction designed to support Limited English Proficient students from their primary language to English and fluent English proficiency.

**GPA - Grade Point Average:** A student's average grade, computed on a four-point scale. A=4, B=3, C=2, D=1, and F=0.

**H Honors:** A designation that indicates a highly challenging academic course for students who wish to pursue intensive preparation for university work.

**Merit:** A point system within the disciplinary process. Each student is required to maintain a balance of 95



merits to participate in activities, athletics, and graduation.

**PLTW - Project Lead The Way:** STEM based classes to support an Engineering or Biomedical pathway program towards college.

**Recommendation:** Courses, test scores, and/or grade level that must be completed before enrolling in a specific course.

**STEAM:** Science, Technology, Engineering, Art, and Mathematics

**UC - University of California:** System of 9 undergraduate universities.

**VAPA - Visual and Performing Arts:** The “f” requirement of the “a-g” sequence of courses required for admissions to a UC or CSU

## COURSE CHANGE POLICIES AND PROCEDURES

During registration:

- Only course changes due to errors will be processed.

Once the school year begins:

- Students have until the 10th day in the semester to request a schedule change
- **Level changes**, based on teacher recommendation and parental consent, will be given priority.
  - Level changes refer to class changes which are made to accommodate a student’s academic level.
- All requests are reviewed by the Course Change Committee and contingent upon availability of course maximum.
- Changes in classes to accommodate a student’s **preference of a teacher WILL NOT BE MADE**. A conference with the current teacher, the student, and the parents may be scheduled to resolve concerns.
- Classes dropped after the **15<sup>th</sup> day of each semester** may earn a “**WITHDRAW F**,” which will be computed in the student’s quarter and semester grade point average. Since GPA is important in athletic and activity participation, students should be aware of the possible consequences of withdrawing from a class.

|             | <b>ABCUSD<br/>Diploma</b>  | <b>School to Career<br/>Preparation<br/>Community<br/>College/ Vocational<br/>Prep</b>  | <b>Competitive Majors and/or<br/>Universities CSU</b>  | <b>Highly Competitive<br/>Majors and/or Univ.<br/>(Stanford, Harvard, etc)<br/>Military Academy</b>  |
|-------------|--|---|--|--|
| <b>9th</b>  | English I, or ELD<br>English<br>Physical Education Math I<br>Biology Health/St. Req.<br>Elective or CTE                      | English I CP or H or ELD<br>English Physical Education<br>Math I<br>Biology Health/St.<br>Req.<br>Fine Art Elective or CTE World<br>Language                        | English I CP or H English, Advanced<br>ELD, American Literature,<br>Physical Education Math I<br>Health/St. Req. World<br>Language I or<br>Fine Art Elective or CTE Biology  | English I CP or H or English<br>Advanced ELD, American Literature<br>Physical Education<br>Math I Plus or Math II Plus Biology /<br>Biology H<br>World Language I or II<br>Wld. Hist./Geog. H<br>*Health (Summer)<br>CTE |
| <b>10th</b> | English II or ELD<br>English<br>Physical Education<br>Chemistry<br>World History/Geog.<br>Math II<br>Elective or CTE         | English II CP or H or ELD<br>English Physical Education<br>Math II or Math III World<br>History/Geog.<br>Fine Art Elective, or CTE World<br>Language<br>Geo Science | English II CP or H or English<br>Advanced ELD, American Literature<br>Physical Education Biology/Chemistry<br>Math II<br>World Lang. I or II World<br>History/Geog.  | English II H<br>English Advanced ELD, American<br>Literature Physical Education<br>AP European History Math II/ Math<br>II Plus<br>Math III, Math III Plus Chemistry<br>H<br>World Lang. II or III                       |
| <b>11th</b> | English III or ELD<br>English<br>Fine Arts or World Lang.<br>Elective or CTE<br>United States History<br>Math II or Math III | English III CP or H ELD<br>English<br>Fine Art Elective or CTE World<br>Language<br>U.S. History/Geog. Math<br>II or Math III                                       | English III CP or H or English<br>Advanced ELD, American<br>Literature Fine Art Elective or CTE<br>Biology, Chemistry/Chemistry H or<br>Physics<br>AP Sciences<br>United States History Math II or<br>Math III World Lang. II or III | AP English Lang<br>World Lang. III or IV Physics or<br>AP Lab Sci. AP U. S. History/Geo.<br>Math III Plus<br>Pre-Calculus, Pre-Calc. H AP Lab<br>Sciences<br>UC Approved VAPA<br>Elective                                |
| <b>12th</b> | English IV or ELD<br>English, Elective or CTE<br>Civics/Economics<br>Pre Calculus or Math III<br>Electives                   | English IV CP or H ELD<br>English Civics/Economics<br>Pre Calculus or Math III<br>Elective or CTE   | English IV CP or H or English<br>Advanced ELD, American Literature<br>Biology Chemistry/Chemistry H<br>Physics or<br>AP Sciences<br>Civics/Economics Math III<br>or<br>Pre-Calculus<br>World Language III<br>Elective                | English IV H or AP World Lang. IV<br>AP Lab Sciences<br>AP Civics/Economics Honors or AP<br>Pre-Calculus H<br>or AP Calc<br>UC Approved Elective   |

**Credits per course: 10** 5 credits per semester



## Distinguished Scholar Program (DSP)

The Distinguished Scholar Program is an academic recognition program throughout the ABC Unified School District for all high school students. The purpose of the program is to encourage students to be successful in an academically rigorous course of study.

To qualify for DSP, students must earn a minimum of 3.5 weighted UC/CSU GPA. Students must be enrolled in at least four UC/CSU approved classes, including two at the Honors or Advanced Placement level for five semesters (semesters 3-7). Once in the program, students must maintain a cumulative 3.50 GPA for continued membership. This academic GPA is weighted for purposes of DSP membership only.

The DSP recommends the following:

|                    |              |
|--------------------|--------------|
| English            | 4 years      |
| Math               | 4 years      |
| Social Science     | 3 years      |
| World Languages    | 3 or 4 years |
| Laboratory Science | 3 years      |

DSP students are encouraged to be active in leadership and extra-curricular activities, such as student government, school clubs, sports and community service.

Graduating seniors who have qualified for the DSP for five consecutive semesters prior to graduation (semesters 3-7) receive a medallion to wear at graduation and notations on their diplomas and transcripts.

Sophomores who qualify for DSP will be notified after their first semester. New eleventh and twelfth grade students should see their guidance counselor for possible DSP admission.

## Academic Recognition

### Principal's Honor Roll

Students with grade point averages of 3.80 or above are named to the Principal's Honor Roll each semester.

### Honor Roll

Students with a grade point average of 3.00 to 3.79 are named to the Honor Roll each semester.

## Grade Reports to Parents

Notice of unsatisfactory work is issued after the fifth week of each quarter. A midterm progress report card is issued at the end of the first and third quarters (9-week period). A final report card is issued at the end of each semester. These semester grades are recorded on the final transcript, and five credits are granted for each class passed.

## Golden State Seal Merit Diploma

To be eligible for the Golden State Seal Merit Diploma, students (1) must be receiving a high school diploma from Gahr High School and must have demonstrated the mastery of the curriculum in at least six subject areas, as follows:

1. English language arts/literacy (ELA)—students must have earned one of any of the following:
  - a. A grade of B+ or above (or numerical equivalent) in a single course (each semester) completed in grade nine or ten or eleven
  - b. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
2. Mathematics—students must have earned one of any of the following:
  - a. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
  - b. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
3. Science—students must have earned one of any of the following:

- a. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
4. U.S. history—students must have earned one of any of the following:
  - a. A grade of B or above (or numerical equivalent) upon completion of the required U.S. history course (each semester)
5. Two additional subject areas—students may choose from any of the following:
  - a. Any additional qualifying grade or score listed above, earned for the subject of ELA, mathematics, science, or U.S. history not already used to meet eligibility
  - b. A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects

### **District Athletic/Activities Academic Eligibility**

Students' grades are reviewed each quarter to determine Athletic Eligibility. If a student has below a 2.0 GPA and passes at least 4 classes, they will be placed on probation for 1 Quarter. If a student has below a 2.0 GPA for 2 Quarters in a row, they are ineligible for athletics. If a student does not pass at least 4 classes during any given quarter, the student is ineligible for athletics.

### **Advanced Placement (AP) Courses**

The purpose of Advanced Placement (AP) courses is to prepare students to take the AP Exam in May. Students and parents should recognize that such preparation requires significantly more time and dedication than both CP and Honors courses do.

The benefits of taking and being successful in AP courses include:

- If students pass the AP exam, they will earn college credit, which can save on college tuition and/or help students gain priority registration in college.
- AP courses raise the rigor of a student's course-load, which is a factor that colleges use in evaluating a student's potential to succeed at a college-level.
- AP courses are "weighted," which means students will earn an extra grade point for grades of "C" and above.

### **Distinguished Gladiator**

The Distinguished Gladiator Award recognizes graduating seniors who have maintained above average grades and who have completed a significant number of credits above the minimum required for graduation. This recognition is determined at the end of the student's seventh semester. If a student has maintained a 3.0 GPA and has earned 245 credits, he/she will be notified of this recognition by the advisor during the spring semester. The student is recognized at the Senior Awards Ceremony in June.



### **National Collegiate Athletics Association (NCAA)**

The NCAA is committed to the education of student-athletes and has implemented a series of policies to strengthen the preparedness of Division I-III (i.e., D1, D2, or D3) student-athletes for college work and ensure they make steady progress toward a degree.

Gahr High School works with students who must understand that a heavy focus on academic success, partnered with athletic abilities, may ensure admissions to a D1, D2, or D3 institution for students to first and foremost learn and play. Students who believe they have a strong balance between scholarship and athleticism should talk to their parents or guardians, teachers, guidance counselor, and coaches as early as the 9th grade to develop a plan to be accepted to a D1, D2, or D3 institution. Potential NCAA students must satisfy college entrance requirements, as well as NCAA core subject requirements. Please see your counselor for more information.

### **The State Seal of Biliteracy**

The State Seal of Biliteracy (SSB) provides recognition to Gahr High School students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.



If your primary language is English, you must fulfill the following: 1) complete all English Language Arts (ELA) classes with an overall GPA of 2.0 or above; 2) must pass ELA CAASPP with "proficient" (administered in grade eleven); and 3) must demonstrate proficiency in one or more languages other than English. The third part can be satisfied by either:

a) passing a world language AP exam with a 3 or above; b) successfully complete a four-year high school course of study in a world language and attain an overall GPA of 3.0 or above in that course of study; or c) pass the SAT II world language exam with a score of 600 or higher.

If your primary language is not English you must fulfill the following: 1) achieve Early Advanced proficiency (level 4) on the **English Language Proficiency Assessments for California** (ELPAC), which may be administered an additional time, as necessary; and 2) meet the requirements above as stated in 1), 2), and 3) for those whose primary language is English.

**Additional Information for All Graduates**

**Attendance Requirement:** Eight semesters of high school attendance are required unless an exception for a special program is approved by the Advisor, the Principal, and the Assistant Superintendent-Academic Services by June 1 of the year prior to anticipated graduation date.

**Grade Point Calculation:** For calculation of an unweighted grade point average (GPA) and class rank, all class grades are treated equally. Honor status for graduation is determined at the end of the first semester of the senior year (seven-semester unweighted GPA).

**If a student repeats a class, the student cannot receive credit both times. If a course is repeated, both grades are included in the calculation of the grade point average.**

**Honors at Graduation:** The following GPA’s are recognized at graduation based on a 7-semester unweighted total GPA.

- 3.80 – 4.00 Highest Honors
- 3.50 – 3.79 High Honors
- 3.00 – 3.49 Honors

In order to be eligible for Valedictorian, (highest ranking GPA), or Salutatorian, second highest-ranking GPA, a student entering from another country must have entered at the beginning of their Junior year. Unweighted GPAs are not rounded up for any graduation recognition.

## Arts Technology Academy ATA Pathway

| Subject                    | 9th                              | 10th                | 11th                       | 12th                                |
|----------------------------|----------------------------------|---------------------|----------------------------|-------------------------------------|
| <b>English</b>             | English I CP or H                | English II CP or H* | English III ATA            | English IV ATA                      |
| <b>Math</b>                | Math                             | Math                | Math                       | Math (recommended)                  |
| <b>Science</b>             | Biology ATA                      | Chemistry ATA       | Physics ATA                |                                     |
| <b>History</b>             |                                  | World History ATA   | US History - AP or CP      | Civics/Econ CP ATA                  |
| <b>CTE Elective</b>        | Art I ATA                        | Art Technology ATA  | Integrated Art Methods ATA | Advanced Art Methods ATA            |
| <b>PE</b>                  | PE or Athletics                  | PE                  |                            |                                     |
| <b>Additional Elective</b> | International Language or Health |                     | World Language             | World Language II<br>AP Art History |

\*Some classes may need to be taken during zero period, 7th period, or summer school in order to meet all requirements

## Biomedical Pathway

| Subject                    | 9th                                 | 10th  | 11th  | 12th   |
|----------------------------|-------------------------------------|---|---|--|
| <b>English</b>             | English I CP or H                   | English II CP or H*   | English III or H or AP English Language   | English IV, or ERWC AP Eng Lit   |
| <b>Math</b>                | Math                                | Math  | Math  | Math (recommended)   |
| <b>Science</b>             | Principles of Biomedical Sciences H | Chemistry- H or CP* and CTE elective PLTW Human Body Systems Honors           | Science (recommended) - CTE elective PLTW Medical Interventions Honors                | Science (recommended) – CTE elective PLTW Medical Interventions Honors |
| <b>CTE Elective</b>        |                                     | Human Body Systems Honors (can take in 10 <sup>th</sup> or 11 <sup>th</sup> ) | PLTW Medical Interventions Honors (can take in 11 <sup>th</sup> or 12 <sup>th</sup> ) | PLTW Medical Interventions Honors                                      |
| <b>History</b>             | World History H                     | AP Euro   | US History - AP or CP   | Civics/Econ CP or AP Government/Econ                                   |
| <b>PE</b>                  | PE                                  | PE  |   |  |
| <b>Additional Elective</b> | International Language              | International Language  | International Language (recommended)  | Visual & Performing Art  |



## Engineering Pathway

| Subject                    | 9th                              | 10th                           | 11th                                 | 12th                                   |
|----------------------------|----------------------------------|--------------------------------|--------------------------------------|--|
| <b>English</b>             | English I CP or H                | English II CP or H*            | English III or AP English Language   | English IV, ERWC, or AP Engl Lit       |
| <b>Math</b>                | Math                             | Math                           | Math                                 | Math (recommended)                     |
| <b>Science</b>             | Biology- H or CP                 | Chemistry- H or CP*            | Science (recommended)                | Science (recommended)                  |
| <b>History</b>             |                                  | World History - AP or CP       | US History - AP or CP                | Civics/Econ CP or AP Government/Econ   |
| <b>CTE Elective</b>        | PLTW Intro to Engineering Design | PLTW Principles of Engineering | PLTW Aerospace Engineering           | PLTW Engineering Design and Management |
| <b>PE</b>                  | PE                               | PE                             | Health*                              |  |
| <b>Additional Elective</b> | International Language           | International Language         | International Language (recommended) | Visual & Performing Art                |

\*Some classes may need to be taken during zero period, 7th period, or summer school in order to meet all requirements

## Computer Science Pathway

| Subject                    | 9th                              | 10th   | 11th  | 12th                                 |
|----------------------------|----------------------------------|--|---|--------------------------------------|
| <b>English</b>             | English I CP or H                | English II CP or H*  | English III or AP English Language                      | English IV, ERWC, or AP English Lit  |
| <b>Math</b>                | Math                             | Math   | Math  | Math (recommended)                   |
| <b>Science</b>             | Biology- H or CP                 | Chemistry- H or CP*  | Science (recommended)                                   | Science (recommended)                |
| <b>History</b>             |                                  | World History - AP or CP   | US History - AP or CP                                   | Civics/Econ CP or AP Government/Econ |
| <b>CTE Elective</b>        | PLTW Computer Science Essentials | PLTW Computer Science Essentials or AP Computer Science Principles | AP Computer Science A or AP Computer Science Principles | AP Computer Science A or Elective    |
| <b>PE</b>                  | PE                               | PE   |   |                                      |
| <b>Additional Elective</b> | International Language           | International Language   | International Language (recommended)                    | Visual & Performing Art              |

\*Some classes may need to be taken during zero period, 7th period, or summer school in order to meet all requirements

## Film/Video Production & Broadcasting

| Subject                    | 9th                    | 10th                             | 11th                                 | 12th                                 |
|----------------------------|------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| <b>English</b>             | English I CP or H      | English II CP or H*              | English III or AP English Language   | English IV, ERWC or AP Engl Lit      |
| <b>Math</b>                | Math                   | Math                             | Math                                 | Math (recommended)                   |
| <b>Science</b>             | Biology- H or CP       | Chemistry- H or CP*              | Science (recommended)                | Science (recommended)                |
| <b>History</b>             |                        | World History - AP or CP         | US History - AP or CP                | Civics/Econ CP or AP Government/Econ |
| <b>CTE Elective</b>        | Health/Futures         | Intro to Film & Video Production | Intermediate Film & Video Production | TV Broadcasting                      |
| <b>PE</b>                  | PE                     | PE                               |                                      |                                      |
| <b>Additional Elective</b> | International Language | International Language           | International Language (recommended) | Visual & Performing Art              |

\*Some classes may need to be taken during zero period, 7th period, or summer school in order to meet all requirements

## Video Game Design & Development

| Subject                    | 9th                    | 10th                     | 11th                                 | 12th                                 |
|----------------------------|------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>English</b>             | English I CP or H      | English II CP or H*      | English III or AP English Language   | English IV, ERWC, or AP Engl Lit     |
| <b>Math</b>                | Math                   | Math                     | Math                                 | Math (recommended)                   |
| <b>Science</b>             | Biology- H or CP       | Chemistry- H or CP*      | Science (recommended)                | Science (recommended)                |
| <b>History</b>             |                        | World History - AP or CP | US History - AP or CP                | Civics/Econ CP or AP Government/Econ |
| <b>Elective</b>            |                        |                          |                                      |                                      |
| <b>PE</b>                  | PE                     | PE                       |                                      |                                      |
| <b>Additional Elective</b> | International Language | International Language   | International Language (recommended) | Visual & Performing Art              |

## International Business

| Subject                    | 9th                    | 10th                     | 11th                                 | 12th                                 |
|----------------------------|------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>English</b>             | English I CP or H      | English II CP or H*      | English III or AP English Language   | English IV, ERWC or AP Engl Lit      |
| <b>Math</b>                | Math                   | Math                     | Math                                 | Math (recommended)                   |
| <b>Science</b>             | Biology- H or CP       | Chemistry- H or CP*      | Science (recommended)                | Science (recommended)                |
| <b>History</b>             |                        | World History - AP or CP | US History - AP or CP                | Civics/Econ CP or AP Government/Econ |
| <b>Elective</b>            |                        |                          |                                      |                                      |
| <b>PE</b>                  | PE                     | PE                       |                                      |                                      |
| <b>Additional Elective</b> | International Language | International Language   | International Language (recommended) | Visual & Performing Art              |

## Automotive Technology

| Subject                    | 9th                    | 10th                     | 11th                                 | 12th                                 |
|----------------------------|------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>English</b>             | English I CP or H      | English II CP or H*      | English III or AP English Language   | English IV, ERWC or AP Engl Lit      |
| <b>Math</b>                | Math                   | Math                     | Math                                 | Math (recommended)                   |
| <b>Science</b>             | Biology- H or CP       | Chemistry- H or CP*      | Science (recommended)                | Science (recommended)                |
| <b>History</b>             |                        | World History - AP or CP | US History - AP or CP                | Civics/Econ CP or AP Government/Econ |
| <b>Elective</b>            |                        |                          |                                      |                                      |
| <b>PE</b>                  | PE                     | PE                       |                                      |                                      |
| <b>Additional Elective</b> | International Language | International Language   | International Language (recommended) | Visual & Performing Art              |

## College Prep (A-G)

| Subject                    | 9th                    | 10th                     | 11th                                 | 12th                                 |
|----------------------------|------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>English</b>             | English I CP or H      | English II CP or H*      | English III or AP English Language   | English IV, ERWC or AP Engl Lit      |
| <b>Math</b>                | Math                   | Math                     | Math                                 | Math (recommended)                   |
| <b>Science</b>             | Medical Biology        | Chemistry- H or CP*      | Science (recommended)                | Science (recommended)                |
| <b>History</b>             |                        | World History - AP or CP | US History - AP or CP                | Civics/Econ CP or AP Government/Econ |
| <b>Elective</b>            | Health/Futures         |                          | Elective                             | Elective                             |
| <b>PE</b>                  | PE                     | PE                       |                                      |                                      |
| <b>Additional Elective</b> | International Language | International Language   | International Language (recommended) | Visual & Performing Art              |

\*Some classes may need to be taken during zero period, 7th period, or summer school in order to meet all requirements

## AVID Pathway

| Subject                    | 9th                    | 10th                     | 11th                                 | 12th                                 |
|----------------------------|------------------------|--------------------------|--------------------------------------|--------------------------------------|
| <b>English</b>             | English I CP or H      | English II CP or H*      | English III or AP English Language   | English IV, ERWC or AP Engl Lit      |
| <b>Math</b>                | Math                   | Math                     | Math                                 | Math (recommended)                   |
| <b>Science</b>             | Biology- H or CP       | Chemistry- H or CP*      | Science (recommended)                | Science (recommended)                |
| <b>History</b>             |                        | World History - AP or CP | US History - AP or CP                | Civics/Econ CP or AP Government/Econ |
| <b>Elective</b>            | AVID 9                 | AVID 10                  | AVID 11                              | AVID 12                              |
| <b>PE</b>                  | PE                     | PE                       |                                      |                                      |
| <b>Additional Elective</b> | International Language | International Language   | International Language (recommended) | Visual & Performing Art              |



# English

## **Summer Enrichment Project**

*A completed Summer Enrichment Project is for of all students enrolling in Advanced Placement (AP) English at grades 11, and 12. The current English teacher will inform students of the required assignment near the end of the 2nd semester. All students enrolled in Honors English at grades 10 and 11 will have an opportunity to complete a Summer Enrichment Project. ELD students who will transition into any of the Honors or AP levels are also responsible for completing the Summer Enrichment Project according to the expectations of the course for which they have registered. The current ELD teacher will have the required information. All Honors and AP teachers will hold informational meetings to inform future students of the elements of the Summer Enrichment Project for each course. Not completing the Summer Enrichment Project is not cause for dropping the course.*

## **1012 English I CP (UC/CSU & NCAA)**

### **Grade 9**

Students will utilize StudySync through a consumable textbook and online platform to access a variety of literary genres such as short stories, speeches, poetry, informational texts, excerpts from novels, etc. Students will work closely with the literature through annotations, close reading, critical thinking and analytical questions and writing prompts. There will also be vocabulary, grammar, and research skills included throughout the course.

## **1013 English I Honors (UC/CSU & NCAA)**

**Recommendation: Students recommended for Honors need to have strong writing skills, and have above average grades in English in middle school.**

### **Grade 9.**

This course is designed to help students meet mastery of the Common Core State Standards in English Language Arts while also preparing for future Honors, ERWC, and/or AP courses. Students will utilize StudySync through a consumable textbook and online platform to access a variety of literary genres such as short stories, speeches, poetry informational texts, excerpts from novels, etc. Students will work closely with the literature through annotations, close reading, critical thinking, analytical questions, and writing prompts. There will also be vocabulary, grammar, and research skills, and a full-length novel included throughout the course.

## **1022 English II CP (UC/CSU & NCAA)**

## **1106 English II CP ATA (UC/CSU & NCAA)**

### **Grade 10**

Students will build upon skills acquired in English I and utilize StudySync through a consumable textbook and online platform to access a variety of literary genres such as short stories, speeches, poetry, informational texts, excerpts from novels, etc. Students will work closely with the literature through annotations, close reading, critical thinking and analytical questions, and writing prompts. There will also be vocabulary, grammar, and research skills included throughout the course.

## **1023 English II Honors (UC/CSU & NCAA)**

**Recommendation: “A” in English I CP or a “B” or higher in English I H or teacher recommendation.**

### **Grade 10**

This course is designed to help students meet mastery of the Common Core State Standards in English Language Arts while also preparing for future Honors, ERWC, and/or AP courses. The course content consists of intense reading and critical analysis of a broad range of literary works through the StudySync curriculum. Rigorous writing assignments, MLA citation, conventions, vocabulary development, grammar conventions, and public speaking skills are emphasized. While collaborative group skills are incorporated, the emphasis of the course is the depth and breadth of students’ critical thinking and analytical skills as applied to a variety of texts, including full length novels. All students who enroll in English II Honors may have a Summer Enrichment Project opportunity that will help the student prepare for the upcoming course.

**1032 English III CP (UC/CSU & NCAA)****1107 English III CP ATA (UC/CSU & NCAA)****Grade 11**

Students will build upon skills in English II and utilize StudySync through a consumable textbook and online platform to access a variety of literary genres such as short stories, speeches, poetry, informational texts, excerpts from novels, etc. Students will work closely with the literature through annotations, close reading, critical thinking, analytical questions, and writing prompts. There will also be vocabulary, grammar, ~~and~~ research skills, and full-length novels included throughout the course.

**1033 English III Honors (UC/CSU & NCAA)****Recommendation: An “A” in English II CP/ATA or a “B” or higher in English II H****Grade 11**

This course is designed to help students meet mastery of the Common Core State Standards in English Language Arts while also preparing for future Honors, ERWC, and/or AP courses. The course content consists of intense reading and critical analysis of a broad range of literary works through the StudySync curriculum. Rigorous writing assignments, MLA citation, conventions, vocabulary development, grammar conventions, and public speaking skills are emphasized. While collaborative group skills are incorporated, the emphasis of the course is in the depth and breadth of students' critical thinking and analytical skills as applied to a variety of texts, including full length novels. All students who enroll in English III Honors may have a Summer Enrichment Project opportunity that will help the student prepare for the upcoming course.

**1034 AP English Language and Composition (UC/CSU & NCAA)****Recommendation: “B” or higher in English II H or teacher recommendation; Summer Enrichment Project.****Grade 11**

This course is designed to mirror the reading and writing rigor of a university level English course while preparing students to take the associated AP exam in May. Students might gain college credit if they earn a score on the AP exam that meets their future university's requirements. This course emphasizes the expository, analytical, and argumentative writing styles that are commonly encountered in post-secondary education and professional fields. Literature in this course focuses on non-fiction writing and American documents of cultural and historical significance. A Summer Enrichment Project is expected to be completed before the start of school.

**1043 English IV CP (UC/CSU & NCAA)****1115 English IV CP ATA (UC/CSU & NCAA)****Grade 12**

Students will build upon skills acquired in English III and utilize StudySync through a consumable textbook and online platform to access a variety of literary genres such as short stories, speeches, poetry, informational texts, excerpts from novels, etc. Students will work closely with the literature through annotations, close reading, critical thinking, analytical questions, and writing prompts. There will also be vocabulary, grammar, and research skills included throughout the course.

**1218 Expository Reading Writing Course (UC/CSU & NCAA)****Recommendation: C or higher grade in previous English course.****Grade 12**

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of several rigorous instructional modules, students in this year long, rhetoric-based course develop advanced proficiencies in expository, analytical and argumentative reading and writing. Modules provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text.

#### **1044 AP English Literature and Composition** (UC/CSU & NCAA)

**Recommendation:** A “B” or higher in English III H or a “C” or better in AP English Language.

**Grade 12**

This course is designed to mirror the reading and writing rigor of an advanced university level English course while preparing students to take the associated AP exam in May. Students might gain college credit if they earn a score on the AP exam that meets their future university’s requirements. This course emphasizes the narrative writing styles that are commonly encountered in post-secondary education and professional fields. The accelerated course of study will focus on classical works & and contemporary pieces, advanced techniques of creative exposition, and literary critical analysis. The Summer Enrichment Project is required.

#### **1198 Film Analysis & Criticism** (UC/CSU acceptable)

**Grades 10, 11, 12**

**Recommendation:** Successful completion of English I & student/parent contract signed upon enrollment.

This course will enable students to become critical viewers of all types of film and appreciate its cultural and societal relevance. Students will study a variety of film genres with the goal to open the film viewing experience and analyze a film’s components to better understand the workings of the whole process. Students will learn to critically analyze and express ideas clearly through writing projects. Students will engage in formal, structured writing utilizing MLA format and demonstrate a mastery of skill aligned with core English courses and Common Core Standards.

#### **1265 Film Analysis & Criticism II/ Screenwriting**

**Grades 11 and 12**

**Recommendation:** Successful completion of Film Analysis & Criticism I

This course is designed for students who are interested in critically thinking about screenwriting, filmmaking, and the common human experience of viewing film. Students are expected to improve as a writer using elements of diction, syntax, and tone. The class will focus on developing writing skills & analysis, as well as, learning the standard Hollywood screenplay format. Students will continue to develop as critical viewers of all types of film and appreciate its cultural and societal relevance through studying a variety of film genres with the goal to open the film viewing experience and analyze a film’s components to better understand the workings of the whole process. Students will engage in formal, structured writing utilizing MLA format and demonstrate a mastery of skill aligned with core English courses and Common Core Standards.

#### **1060 Creative Writing** (NCAA acceptable)

**Recommendation:** C or above in previous English class.

**Grades 10, 11, 12**

This course is designed for students who are interested in developing their talent and skill in creative writing. During this course, we will explore the many forms of creative writing: poetry, short fiction, nature and creative non-fiction, drama and screenplay writing. Additional emphasis will be placed on reading creative material and discussing author’s style and technique. Students will engage in formal, structured writing utilizing MLA format & demonstrate a mastery of skill aligned with core English courses and Common Core Standards. Most importantly, students will compose original pieces of work, then share and critique.

#### **1601 Journalism I “Forum Staff”** (UC/CSU acceptable)

**Recommendation:** Successful completion of English I, and a “B-” or better in previous English class

**Grades 10, 11, 12**

This course will focus on enhancing and developing students’ English skills toward the end product of a student newspaper. Students will study rhetoric, journalistic style and conventions, page design, interviewing, and the responsibility that comes with being a journalist. We will make use of Google Docs and Classroom, Adobe Indesign and Photoshop, as well as, Apple GarageBand and iMovie. Skills in the use of these programs is desired, but not essential. This class will on occasion require work outside of class time.

### **1617 Journalism II “Forum Staff”** (UC/CSU acceptable)

**Recommendation: Successful completion of Journalism I and recommendation of journalism adviser**  
**Grades 11, 12**

This course will build upon the skills learned in Journalism I and continue to focus on enhancing and developing students’ English skills toward the end product of a student newspaper. Students will study rhetoric, journalistic style and conventions, page design, interviewing, and the responsibility that comes with being a journalist. We will make use of Google Docs and Classroom, Adobe InDesign and Photoshop, as well as, Apple GarageBand and iMovie. Skills in the use of these programs is desired but not essential. This class will on occasion require work outside of class time.

### **1618 Journalism III Forum Staff** (UC/CSU acceptable)

**Recommendation: Completion of Journalism II and recommendation of journalism adviser.**  
**Grades 11, 12**

This course will provide learning experiences which closely parallel professional newspaper work. Each student will be given great responsibility as part of the newspaper team. Students will learn the conventions of journalism such as layout, design, and copy-editing. Students who wish to be an editor must be able to work on the newspaper after school and meet all requirements as stated in the course syllabus.

## **English Language Development (ELD)**

### **English Language Proficiency Assessments for California (ELPAC)**

This is a yearly state-mandated test for all Limited English Proficient students, testing, listening, speaking, reading and writing. It has three purposes: initial identification for program placement, annual assessment, and re-designation to fluent English proficient status.

### **1050 Academic English I**

**Recommendation: Placement by ELD Department Chairperson or Teacher.**

**Grades 9, 10, 11, 12 - Based on English proficiency level & ELPAC results.**

**Required: Concurrent enrollment in course #1051.**

This course provides non-English & Limited English proficient students intense instruction in survival vocabulary development, simple sentence structure, and Read 180/System 44 which focuses on foundational reading skills along with instruction in phonics, comprehension and writing which aligns to the common core state standards (CCSS). Placement is by initial language assessment through ELPAC results. Movement to Academic English II is contingent upon teacher recommendation.

**This course does not meet English requirements for UC/CSU systems.**

### **1051 Academic English I Elective**

**Recommendation: Placement by ELD Department Chairperson or Teacher.**

**Grades 9, 10, 11, 12 - Based on English proficiency level & ELPAC results.**

**Required: Concurrent enrollment in course #1050.**

This course is designed for students who are non-English or Limited English Proficient. Emphasis is on survival listening and speaking skills. Placement is by initial language assessment through ELPAC results. Movement to Academic English II is contingent upon teacher recommendation.

**This course does not meet English requirements for UC/CSU systems.**

### **1052 Academic English II**

**Recommendation: Placement by ELD Department Chairperson or Teacher.**

**Grades 9, 10, 11, 12 - Based on English proficiency level & ELPAC results.**

**Required: Concurrent enrollment in course #1053.**

This course provides further development of listening, speaking, reading and writing skills. The curriculum is literature based and involves a rigorous reading comprehension program with Reading Plus and StudySync. Placement



is by initial language assessment or teacher recommendation. Movement to English Advanced ELD is contingent upon teacher recommendation. **This course does not meet English requirements for UC/CSU systems.**

### **1053 Academic English II Elective**

**Recommendation: Placement by ELD Department Chairperson or Teacher.**

**Grades 9, 10, 11, 12 - Based on English Proficiency level & ELPAC results.**

**Required: Concurrent enrollment in course #1052.**

Intermediate speakers of English receive further development of oral communication skills as well as reading and writing skills. Placement is by initial language assessment through ELPAC results. Movement to English Advanced ELD is contingent upon teacher recommendation. **This course does not meet English requirements for UC/CSU systems.**

### **1057 English Advanced ELD**

**Recommendation: Placement by ELD Department Chairperson or Teacher.**

**Grades 9, 10, 11, 12 - Based on English Proficiency level & ELPAC results.**

This course is designed as support for Limited English Proficient students who are concurrently enrolled in the appropriate grade equivalent English CP, English Honors, or AP course. Emphasis is on oral communication and composition skills. Literature is utilized to foster critical thinking skills. Placement is by initial language assessment through ELPAC or teacher recommendation.

**Only one year of English Advanced ELD can be used to meet the UC/CSU “B” English requirement.**

## **Mathematics**

### **4484 Math I (UC/CSU and NCAA)**

**Grade 9**

The ideas presented in this course will focus on developing an understanding of the symbolic language of mathematics and science, which depend on the ability to calculate and reason using symbols. Algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. This course is based on the California State Content Standards for Algebra I. Scientific calculators are required and graphing calculators are recommended.

### **4481 Math I Plus H (UC/CSU and NCAA)**

**Recommendation: A “B” or better in Math 8**

**Grade 9**

The ideas presented in this course will focus on developing an understanding of the symbolic language of math & science, which depend on the ability to calculate & reason using symbols. Algebraic skills & concepts are developed and used in a wide variety of problem-solving situations.

### **Accelerated Math I/II (UC/CSU and NCAA)**

**Recommendation: Completion of Accelerated Math 8 with “C” or better**

**Grade 9**

Accelerated Math I/II is the third course of a four-course accelerated sequence beginning in 7th grade (compacting 5 years of math into 4 years). The content of the course includes the second half of Integrated Math I and 3/4 of the Integrated Math II standards from the California Frameworks. The major topics of the course include: an introduction to exponential equations, statistics, constructions, congruence through transformations, congruence theorems, similarity, circles, and quadratic functions.

### **4485 Math II (UC/CSU and NCAA)**

**Recommendation: A “C” or better in Math I**

**Grades 10, 11, 12**

The ideas presented in this course focus on developing an understanding of the language of geometry. Geometric skills and concepts are developed and used in a wide variety of problem-solving situations. Students also develop an ability to

construct formal proofs, logical arguments, and informal proofs. This course is based on the California State Content Standards for Geometry. Scientific calculators are required and graphing calculators are recommended.

**4482 Math II Plus H (UC/CSU and NCAA)**

**Recommendation: Completion of Math I Plus or Math I with summer completion of Summer Bridge  
Grades 10, 11**

The ideas presented in this course focus on developing an understanding of the language of geometry. Geometric skills and concepts are developed and used in a wide variety of problem-solving situations. Students will also develop an ability to construct formal proofs, logical arguments, and proofs in geometric settings and problems. This honors course is more rigorous than the Geometry CP course. This course is based on the California State Content Standards for Geometry. Scientific calculators are required and graphing calculators are recommended.

**Accelerated Math II/III (UC/CSU and NCAA)**

**Recommendation: Completion of Accelerated Math I/II with “C” or better  
Grade 10**

Accelerated Math II/III is the final course of a four-course accelerated sequence beginning in 7th grade (compacting 5 years of math into 4 years). The content of the course is composed of the remaining 1/4 of Integrated Math II and a full year of Integrated Math III standards from the California Frameworks. The major topics of the course include: quadratic functions, probability and statistics, polynomial functions, rational functions, radical functions, trigonometry, exponential and logarithmic functions, sequences and series.

**4486 Math III (UC/CSU and NCAA)**

**Recommendation: Completion of Math II  
Open to grades 10, 11, 12**

The ideas presented in this course will complement and expand the mathematical content and concepts of Algebra 1 and Geometry. Students gain experience with algebraic solutions (of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

**4483 Math III Plus H (UC/CSU and NCAA)**

**Recommendation: Completion of Math II Plus H  
Grades 9, 10, 11**

This course is designed for the faster-paced student and leads to a Pre-Calculus Honors one-year course. It is designed to develop in the student the ability to understand the concepts required to perceive the set of real numbers as being a well-ordered field. It is structured to review and implement the basic properties and methodologies introduced in Algebra I and to further the understanding of the real numbers by developing greater proficiency in the solution of algebraic problems related to those properties. In addition, numerous new areas are explored such as sequences, logarithmic functions, complex numbers, parabolas, ellipses, hyperbolas, and trigonometry.

**4609 Pre-Calculus (UC/CSU and NCAA)**

**Recommendation: A “C” or better in Math III  
Grades 10, 11, 12**

This course is designed to prepare students for AP Calculus AB or entry in the calculus sequence at any college or university. The ideas presented in this course include a focus in both Trigonometry and Mathematical Analysis. This course is based on the California State Content Standards for Probability and Statistics and for Mathematical Analysis.

**4610 Pre-Calculus H (UC/CSU and NCAA)**

**Recommendation: An A or B in Math III Plus H  
Grades 10, 11, 12**

This course is designed to prepare students for Advanced Placement Calculus BC or entry into the Calculus sequence at any college or university. Therefore, emphasis is given to a rigorous study of coordinate geometry, functions, trigonometry, limits, continuity and differential calculus.

**4507 AP Calculus AB (UC/CSU and NCAA)**

**Recommendation: A or B in Pre- Calculus**

**Grades 11, 12**

This is an Advanced Placement course in mathematics, for which students may earn additional college credit upon passing the College Entrance Examination Board's test. The course consists of a full academic year of work in differential and integral calculus and related topics comparable to courses in colleges and universities. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry.

**4508 AP Calculus BC (UC/CSU and NCAA)**

**Recommendation: A-B in Pre-Calculus H/AP Calculus AB**

**Grades 11, 12**

This is an Advanced Placement course in mathematics, for which students may earn additional college credit upon passing the College Entrance Examination Board's test. The course consists of a full academic year of work in differential and integral calculus and related topics as well as series, polar coordinates, and vectors in the plane. This course is comparable to courses in colleges and universities. This course is intended for faster-paced math students.

**4645 Statistical Reasoning (UC/CSU and NCAA)**

**Recommendation: Completion of Math I and Math II or Math III**

**Grades 11,12**

Statistical Reasoning teaches students how to use the four-steps of the statistical process: ask questions, collect data, analyze data, and make conclusions. Although the context of the examples and exercises are sports related, the primary focus of the class is to teach the basic principles and tools of statistical reasoning. The course is an alternative to Pre-Calculus for college bound students. This course also serves as a preparation class for AP Statistics.

**4592 AP Statistics (UC/CSU and NCAA)**

**Recommendation: A "C" or better in Math III**

**Grades 11, 12**

This is an Advanced Placement course in mathematics for which students may earn additional college credit upon passing the College Entrance Examination Board test. This course is designed to introduce the fundamentals of statistics. It will include the use of the normal curve, permutations and combinations, sampling, hypothesis testing, and statistically treated data.

## **Project Lead The Way (PLTW) Engineering Pathway**

**7748 Intro to Engineering Design (IED)**

**Open to Grades 9, 10, 11**

This course teaches problem-solving skills using a design development process for products. Models of product solutions are created, analyzed, and communicated using 3D solid modeling computer design software.

**7754 Principles of Engineering (POE)**

**Recommendation: Intro to Engineering (IED) Open to grades 10, 11, 12**

This course helps students understand the field of engineering/ engineering technology. Fundamental principles of engineering are discussed with hands-on experience in building machines using programming similar to C++ in preparation of the mechanical & civil engineering disciplines.

**7749 Civil Engineering & Architecture (CEA)****Open to grades 11, 12**

The major focus of this course is completing long-term projects that involve the development of property residential & commercial properties using 3D architectural design software.

**7760 Engineering Design & Development****(EDD) Open to grades 11, 12**

This capstone course allows students to design a solution to a technical problem of their choosing. This is an engineering research course in which student will work in teams to research, design, test and construct a solution to an open-ended engineering problem.

## **Science**

**7620 Biology CP (UC/CSU and NCAA)****7627 Biology CP ATA (UC/CSU and NCAA)****Grade 9, 10, 11, 12**

Biology is a laboratory, college- prep course that deals with the fundamental principles of cell biology, genetics, evolution and ecology in alignment to the California Standards. The course develops laboratory skills and the scientific processes of observation, comparison, communication, analysis, and evaluation. The rationale of the course is to equip students with the skills and knowledge of biology that will prepare them not only for college, but also for making informed

and fight decisions about issues that relate to biology that they encounter in their daily life. There is also an emphasis on developing values and attitudes that promote student's personal involvement in issues affecting the environment and our society.

**7621 Biology Honors (UC/CSU and NCAA)****Grades 9, 10, 11, 12**

Honors Biology covers the unique properties of living organisms. The presentation of molecular and cellular processes provides the background for understanding concepts of genetics. Concepts of microbiology, multi- cellular plants and animals, and human biology are presented. The concepts and principals are covered in greater depth than regular biology.

**7627 Principles of Biomedical Science (UC/CSU and NCAA)****Grades 9, 10, 11,**

Students explore biology concepts through the study of human diseases. Students determine the factors that led to the death of fictional person & investigate lifestyle choices & medical treatments. The activities & projects introduce students to human physiology, medicine, and research processes.

**7622 AP Biology (UC/CSU and NCAA)****Recommendation: B or better in Biology and Chemistry****Grades 10, 11, 12**

Advanced Placement Biology is a course that meets the objectives of a general biology course at the college level. It allows the opportunity for students to experience a college-oriented course while still in high school. Students who successfully complete AP Biology have knowledge of the facts, principles, concepts and processes of biology. They have an understanding of the scientific method, and of science as a human endeavor with its social consequences. Heavy emphasis is placed on those areas that directly relate to the Advanced Placement exam. There is a summer assignment required (see instructor for information).



**7630 Chemistry CP (UC/CSU and NCAA)**

**7636 Chemistry CP ATA (UC/CSU and NCAA)**

**Recommendation: Concurrent enrollment in Math II.**

**Grades 10, 11, 12**

Chemistry is the study of the composition, structure and inter- action of matter, and the energy involved in these relationships. Students use algebra skills in the interpretation of the basic concepts and processes of chemical reactions. Emphasis is placed on learning theory through the use of the laboratory, text assignments, and lecture-discussion sessions of real life applications.

**7631 Chemistry Honors (UC/CSU and NCAA)**

**Recommendation: A “C” or better in both semesters of Biology CP or a “C” average or better in Biology H**  
**Concurrent enrollment in Math II Plus or higher is recommended.**

**Grades 10, 11, 12**

Honors Chemistry is a laboratory- based course designed to introduce the talented science student to the major topics of inorganic chemistry: atomic structure, periodicity, bonding, kinetics, thermo-chemistry, and equilibrium. Emphasis is placed on students developing the problem-solving skills necessary to be successful in a college science course.

**7632 AP Chemistry (UC/CSU and NCAA)**

**Recommendation: A “B” in Chemistry H or an “A” in Chemistry CP.**

**Grades 11, 12**

Advanced Placement Chemistry is a course that meets the objectives of a general chemistry course at the college level. It allows the opportunity for students to experience a college- level course while still in high school. Students who successfully complete AP Chemistry will have developed a conceptual and mathematical understanding of the concepts and processes of chemistry. Heavy emphasis is placed on those areas that directly relate to the Advanced Placement exam. Laboratory experiments will be an integral part of the class.

**7530 Human Body Systems Honors (UC/CSU and NCAA)**

**Recommendation: Complete Crs. # 7689**

**Grades 10, 11, 12**

Students examine the interactions of human body systems as they explore identity, power, movement, protection & homeostasis. Students design experiments, investigate the structures & function of the human body & use data software to monitor body functions such as muscle movement, reflex & voluntary action & respiration.

**7640 Physics CP (UC/CSU and NCAA)**

**7646 Physics CP ATA (UC/CSU and NCAA)**

**Recommendation: Concurrent enrollment in Math II or higher**

**Grades 11, 12**

Physics is a one-year course that surveys the major areas of physics intended to give college bound students the necessary edge for the physics and engineering courses they will be taking.

**7732 AP Physics I (UC/CSU and NCAA)**

**Recommendation: Concurrent enrollment in Math III**

**Grades 11, 12**

This course is equivalent to a first- semester college course in algebra- based physics. The course covers Newtonian mechanics (including rotational dynamics & angular momentum); work, energy, and power, and mechanical waves & sound. It also introduces electric circuits. Students who successfully complete AP Physics 1 will have developed a conceptual, mathematical, and experimental- understanding of the concepts and processes of physics. Heavy emphasis placed on areas directly related to the AP exam.

### **7757 Medical Interventions Honors (UC/CSU and NCAA)**

**Recommendation: Complete Crs. # 7530 and 7689**

**Grades 11, 12**

Students investigate a variety of interventions involved in the prevention, diagnosis & treatment of disease as they follow the life of a fictitious family. Students explore how to prevent and fight infection, screen & evaluate the code in human DNA; prevent, diagnose & treat cancer; and prevail when the organs of the body begin to fail.

### **7608 AP Environmental Science (UC/CSU and NCAA)**

**Recommendation: A “B” in both semesters Chemistry and a “B” in Biology.**

**Grades 11, 12**

Advanced Placement Environmental Science is a course that meets the objectives of an introductory college level course in environmental science. It allows the opportunity for students to experience a college level course while still in high school. Students who successfully complete AP Environmental Science will have developed an understanding of the interrelationships of the natural world, including environmental problems. Laboratory experiments are an integral part of the class. Heavy emphasis is placed on those areas that directly relate to the Advanced Placement exam.



## **Interested in going into the medical field?**

### **Project Lead The Way (PLTW) - Biomedical Sciences Pathway**

*Students play the roles of biomedical professionals as they investigate and study the concepts of human medicine, physiology, genetics, microbiology, and public health. In the PLTW Biomedical Sciences (BMS) Program, students engage in activities like investigating the death of a fictional person or dissecting a sheep's heart, learning content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease. Students work collaboratively to understand and design solutions to the most pressing health challenges. The future of the biomedical sciences comes alive in this three-course sequence that prepares students to continue their studies through post-secondary education and careers.*

#### **COURSE 1:**

##### **7689 Principles of Biomedical Sci**

**Open to Grades 9, 10, 11,**

Students explore biology concepts through the study of human diseases. Students determine the factors that led to the death of fictional person & investigate lifestyle choices & medical treatments. The activities & projects introduce students to human physiology, medicine, and research processes.

#### **COURSE 2:**

##### **7530 Human Body Systems Honors**

**Recommendation: Complete Crs.# 7689 Open to grades 10, 11, 12**

Students examine the interactions of human body systems as they explore identity, power, movement, protection & homeostasis. Students design experiments, investigate the structures & function of the human body & use data software to monitor body functions such as muscle movement, reflex & voluntary action & respiration.

### **COURSE 3:**

#### **7757 Medical Interventions Honors**

**Recommendation: Complete Crs.# 7689 & 7530 Open to grades 11, 12**

Students investigate a variety of interventions involved in the prevention, diagnosis & treatment of disease as they follow the life of a fictitious family. Students explore how to prevent infection, screen & evaluate the code in human DNA; prevent, diagnose & treat cancer; and prevail when the organs of the body begin to fail.

#### **Gahr High School Science Awards**

The Science Department issues 3

awards to qualifying students for high academic achievement in Multiple AP

Science Classes: **Science Scholar Award**

**Science Distinguished Scholar Award Outstanding Science Distinguished Scholar Awards** AP Science classes include:

AP Biology, AP Chemistry, AP Environmental Science, & AP Physics

## **Social Science**

#### **8004 World History H**(UC/CSU and NCAA)

**Recommendation: Advisor, 8th grade teacher recommendation and concurrent enrollment in English I H**  
**Grade 9**

World History Honors for ninth grade students is a specially designed course to prepare students for the Advanced Placement European History Course offered at the tenth-grade level. It will emphasize critical thinking and document research skills to prepare students for the Advanced Placement vertical progression. (Students enrolling in this course may complete Health during summer session.)

#### **8003 World History/Geography CP** (UC/CSU and NCAA)

#### **8015 World History/Geography CP ATA**

**Recommendation: None**

**Grade 10**

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.

#### **8090 AP European History** (UC/CSU and NCAA)

**Recommendation: Completion of World History Honors, or an “B” or better in English I or IH**

**Grades 10, 11, 12**

This is college level course in European history. Emphasis on a review of the general narrative of European history from the year 1450 until today, the study includes an examination of the political, diplomatic, intellectual, cultural, social, and economic history of Europe. A commitment to academic achievement and agreement to the time required of the course are essential for acceptance. A summer research project may be required. Those students taking the AP test and receiving a grade of 3, 4, or 5 will receive credit at most major universities.

**8022 U.S. History/Geography CP (UC/CSU and NCAA)**

**8056 US History CP ATA (UC/CSU and NCAA)**

**Recommendation: None**

**Grade 11**

Students will examine major turning points in American history during the twentieth century. Topics include: the expanding role of the 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 technology on American society and culture; change in the ethnic composition of American society; the movements toward equal right for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

**8145 AP United States History (UC/CSU and NCAA)**

**Recommendation: Completion of AP Euro or “B” or better**

**Grade 11**

The Advancement Placement U.S. History and Geography class follows the AP course outline and prepares students for the AP Exam in May. Preparing for this exam requires intense effort and emphasis on critical thinking and written communication. Essays and research projects play a major role. A commitment of academic achievement and agreement to the time required for the course is essential for acceptance. A summer research project may be required.

**8044 Civics /Economics CP (UC/CSU and NCAA)**

**8069 Economics/Civics CP ATA (UC/CSU and NCAA)**

**Recommendation: None**

**Grade 12**

In a one-semester course in civics, 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 is the culmination of the civics literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. In a one-semester course in economics, students deepen their understanding of the economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, managers, and members of civic groups. In this course students add to the economic understandings acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system.

**8046 AP U.S. Government and Politics (UC/CSU and NCAA)**

**Recommendation: An “B” or better in US History or completion of AP US History**

**Grade 12**

This course is taught in concert with AP Microeconomics. The classes have a special schedule that allows for the taking of both tests at the end of the year. Students enrolled in this class are also enrolled in AP Microeconomics.

The AP government class follows the AP course outline in preparation for the AP exam. Advanced skills in the areas of reading and writing are necessary to meet the demands utilizes simulation activities in allowing students to explore more deeply the problems that exist on the international playing field. Students will be required to attend at least one conference/simulation per semester. This course prepares the student for the Advanced Placement Examination in Government and Politics. A commitment to academic achievement and agreement to the time required of the course are essential for acceptance. A summer research project may be required

**8144 AP Microeconomics (UC/CSU and NCAA)**

**Recommendation: An “B” or better in US History or completion of AP US History**

**Grade 12**

This course is taught in concert with AP U.S. Government & Politics. The classes have a special schedule that allows for the taking of both tests at the end of the year. Students enrolled in this class are also enrolled in AP U.S. Government & Politics. The AP Microeconomics section of the class will follow the same outline as followed in the Economics class

with special emphasis on preparing students for the AP Exam and college. A commitment to academic achievement and agreement to the time required for the course is essential for acceptance. A summer research project may be required.

#### **8124 Modern History/Model United Nations (MUN) H (UC/CSU and NCAA)**

Recommendation: None

##### **Grades 9, 10, 11, 12**

Modern History is a course on contemporary world issues in a variety of areas including economics, politics and social/cultural conditions. An additional focus will be place on Model United Nations (MUN). MUN utilizes simulation activities in allowing students to explore more deeply.

#### **8111 Student Govt./ASB (UC/CSU)**

**Recommendation: Election, appointed students who meet academic and citizenship requirement.**

**Open to grades 9, 10, 11, 12** Leadership is a class open to all ASB officers, class presidents & vice- presidents. The students in the class form the ASB Student Council and conduct meetings, prepare and plan activities for the entire school, and represent the student body to the administration, staff and community. The students learn to work together and develop their leadership and organizational skills. This course is a social science elective for graduation.

#### **8130 Psychology (UC/CSU and NCAA)**

##### **Grades 11, 12**

This one-year course is designed to examine the major areas of psychology by combine theory with a variety of practical applications related to student interest.

#### **8129 AP Psychology (UC/CSU and NCAA)**

**Recommendation: An “A” in previous CP English, a “B” in previous Honors English**

##### **Grades 11, 12**

The Advanced Placement Psychology class follows the AP course outline in preparation for the Advance Placement exam. Advanced skills in the area of reading and writing are necessary to meet the demands of the class. This course prepares the student for the Advanced Placement Exam in Psychology.

## ***World Languages***

#### **2128 Filipino I 2051 French I 2071 Japanese I 2038 Korean I 2101 Spanish I (UC/CSU & NCAA)**

**Recommendation: A “C” or better in English**

##### **Grades 9, 10, 11, 12**

This is an introductory proficiency-based course. Through intensive listening & speaking practice, the student is trained to comprehend and communicate at an elementary level through the four fundamental skills of listening, speaking, reading, and writing. Grammar and culture are introduced. Spanish II Honors is available for native/heritage speakers at this level

#### **2030 Filipino II 2052 French II 2072 Japanese II 2039 Korean II 2102 Spanish II (UC/CSU & NCAA)**

**Recommendation: A “C” or better in level I**

##### **Grades 9, 10, 11, 12**

This course is designed to increase the student’s proficiency with appropriate aural-oral activities. Emphasis is placed on increasing the student’s active vocabulary, comprehension, and communicative ability through the four fundamental skills of listening, speaking, reading, and writing. Grammar and culture are integrated into the content.

#### **2097 Spanish II Honors (UC/CSU & NCAA)**

##### **Open to grades 9, 10, 11, 12**

This course is targeted to **native/heritage speakers** of Spanish. Through a literature-based curriculum, the student refines language skills in listening, speaking, reading, and writing while broadening cultural awareness and increasing appreciation and knowledge of the culture. Expanding the student’s knowledge of vocabulary is a major goal of this



class. Geography, history, literature, and the arts of the various countries are studied. This course is conducted in the target language.

**2132 Filipino III 2053 French III 2073 Japanese III 2040 Korean III 2103 Spanish III (UC/CSU & NCAA)**

**Recommendation: A “C” or better in level II**

**Grades 9, 10, 11, 12**

This course is designed to strengthen the student’s proficiency. Grammatical structures introduced in the first two years are reviewed, and new structures are introduced through appropriate aural- oral activities. Emphasis is placed on increasing the student’s active vocabulary, the refinement of the student’s comprehension and communicative ability, reading, and writing. Culture and customs are expanded through the introduction of literature, history, and fine arts. This course is conducted in the target language.

**2107 Spanish III Honors 2035 Korean III Honors 2133 Filipino III Honors**

**(UC/CSU & NCAA)**

**Recommendation: A “C” or better in level II**

**Grades 9, 10, 11, 12**

The Spanish course is targeted to **native/heritage speakers** of Spanish. This advanced course is designed to strengthen the student’s proficiency by reviewing and introducing grammatical structures through appropriate oral activities. Emphasis is placed on increasing the student’s active vocabulary, the refinement of the student’s comprehension and communicative ability, and proficiency in reading and writing. Culture and customs are expanded through the introduction of literature, history, and fine arts. This course is conducted in the target language.

**2134 Filipino IV, 2054 French IV, 2041 Korean IV, 2104 Spanish IV, 2074 Japanese IV (UC/CSU & NCAA)**

**Recommendation: A “C” or better in level III**

**Grades 9, 10, 11, 12**

This course is designed to refine the student’s comprehension and communication skills. Grammatical structures from level three are reviewed, and those structures not previously introduced are learned. Emphasis is placed on increasing the student’s active vocabulary, and strengthening the student’s proficiency in listening, speaking, reading, and writing. Literature, history, and fine arts are explored through individual as well as group projects. This course is conducted in the target language.

**2015 Korean IV Honors (UC/CSU & NCAA )**

**Recommendation: A “C” or better in level III**

**Grades 9, 10, 11, 12**

This advanced course is designed to strengthen the student’s proficiency by reviewing and introducing grammatical structures through appropriate aural-oral activities. Emphasis is placed on increasing the student’s active vocabulary, the refinement of the student’s comprehension and communicative ability, and proficiency in reading and writing. Culture is expanded through the introduction of literature, history, and fine arts. This course is conducted in the target language.

**2008 Korean V Honors (UC/CSU & NCAA)**

**Recommendation: A “C” or better in level IV**

**Grades 11, 12**

This course is designed to refine the student’s skills and to work towards mastery of the target language. Emphasis is placed on the continued study of advanced literary selections, advanced grammatical topics, and culture. This course is conducted in the target language.

**2055 AP French Language 2136 AP Japanese Language, 2105 AP Spanish Language (UC/CSU & NCAA)**

**Recommendation: “C” or better in level III or Teacher recommendation**

**Open to grades 9, 10, 11, 12**

This is a college level course. It is designed to prepare students to communicate proficiently in the language while also giving them an overall grasp of the cultures across a variety of topics. The AP French & Spanish Language courses focus on the following six

themes related to culture and language, as outlined in the AP World Languages and Cultures Program: beauty and aesthetics; global challenges; science and technology; families and communication; personal and public identities; and, contemporary life. Students are provided with the opportunity to demonstrate their proficiency in the three modes of communication: interpersonal, presentation, and interpretive. Students who enroll in this course should have a good command of grammar and competence in writing, reading, listening and speaking.

## Visual and Performing Arts



### **1500 Art I(UC/CSU)**

**Recommendation: None**

**Grade 9, 10, 11, 12**

Students develop skills in drawing and painting using a variety of techniques and learn how to express their ideas while being inspired by artists, cultures & social issues. This course is recommended for any student who wants to enter the field of art, or who wants the experience for pure enjoyment. It is recommended, but not required, for entrance into ATA. A suggested donation of \$20 will supplement the learning experience.

### **1501 Art II(UC/CSU)**

**Recommendation: A “C” or better in Art I or comparable class**

**Grade 10, 11, 12**

Designed for those students interested in furthering their art experience in the various liquid media and combinations of media for desired effects. New art techniques are explored in watercolor, pen and ink, charcoal, fabric and mixed media. A suggested donation of \$20 will supplement the learning experience.

### **1502 Art III(UC/CSU)**

**Recommendation: Art I & II**

**Grade 11, 12 or teacher approval**

Photoshop, Illustrator, iMovie, etc. Basic drawing skills will be explored.

### **7022 Fashion Design(UC/CSU)**

**Grade 9, 10, 11, 12**

Students learn how to design and create clothing, use traditional and mechanical techniques of sewing and pattern making through the use of various materials & fabrics, and also research and develop trends that recycle throughout history. Discover fashion & merchandise careers. A suggested donation of \$20 will supplement the learning experience.

## Arts Technology Academy (ATA)

The Arts Technology Academy (ATA) is a 10th-12th grade career-based program that provides students with a visual art focus in graphic design, fine arts, fashion design & film/photography, Illustration & Animation. Instruction is designed to develop computer literacy and technology awareness, which then becomes an avenue for artistic expression and professional development.

### What Makes ATA Special?

#### Our Program Supports Academic Achievement

1. Academy students are enrolled in English, science, social science, and art technology classes. This allows teachers to enhance learning by integrating curriculum and monitoring students' success. College Preparation (CP), Honors H, and AP classes are available.
2. The Academy students' education is further supported by a variety of field experiences (i.e., museums, college and business tours, etc.) to showcase the art world and the many opportunities for employment and enrichment available today.
3. Students are guided by a mentor from the business community during their Junior year.
4. Students participate in an internship during their Senior year, within their chosen focus of either Fashion Design, Graphic Design or Film/Photo.



### Our ATA Program Exposes Students to the Many Methods of Creating:

1. The Academy art classes combine traditional methods of creating (foundations in drawing, design color theory, etc.) with the new computer medias. Students learn industry standard software to create a wide range of projects, from the basic design layout of a business card to the detailed aspects film editing and fashion construction.
2. Classes provide information on art careers and the practice of various skills associated with the different fields.
3. Students at each grade level are invited to participate in the ATA Advisory Committee.
4. Students prepare a Senior portfolio prepares them for job interviews and college entrance requirements.
5. Students choose and complete a community service project each year, the largest being the Annual Art Expo.
6. All students are exposed to and encouraged to pursue a college education. Internships are available senior year.

#### **1555 Art /Technology ATA (UC/CSU)**

**Open to Recommendation: A “C” or better in Art I and/or teacher approval w/ portfolio submission**

##### **Grade 10**

Sophomore ATA is an introductory course that explores modern technological art practices in the areas of Graphic Design, Animation, Fashion Design & Fine Arts.

#### **1556 Integrated Art Methods ATA (UC/CSU)**

**Recommendation: ATA Enrollment**

##### **Grade 11**

Integrated Art Methods is an overview of the careers in art as they relate to the ATA focus areas of Graphic Design, Film/Animation, Photo & Fashion. Students also continue to develop fine arts skills learned in Sophomore ATA. Juniors explore various careers through their “roadtripnation.org” assignment.

#### **1565 Advanced Art Methods**

**Recommendation: ATA Enrollment in 11th grade**

##### **Grade 12**

Students develop a portfolio and complete specialized projects that integrate and expand their knowledge of design, artistic techniques, and technology applications. Focus areas include film/photo, graphic design, or fashion design. A community service project is required, participation in annual Art Expo and internship opportunities are available.

**1550 Beginning 3D Art (UC/CSU)**

**Recommendation: None**

**Grades 11, 12**

Students design and create three-dimensional and two-dimensional works of art using a variety of materials, including clay, wire, fibers, paper, found/recycled materials and tape. Basic design and technical skills are developed with each media, while students explore historical and cultural ideas, personal expression and demonstrate design principles. A suggested donation of \$30 will supplement the learning experience.

**1538 AP Studio Art (UC/CSU)**

**Recommendation: Art II and/or teacher approval**

**Grades 11, 12**

The advanced placement course in studio art is intended for highly motivated students who are seriously interested in the study of art. Students should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course and the program is not for the casually interested. Portfolios are submitted in May for evaluation by the College Board. A suggested donation will supplement the learning experience.

**1533 AP Art History (UC/CSU)**

**Recommendation: A “B” or better in previous Social Science or English classes**

**Grades 10, 11, 12**

This advanced placement offering in the history of art is designed to provide an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other forms within the context of culture & historical events. In this course, students examine major forms of artistic expression from the past and the present. Students will be able to analyze works of art critically, with intelligence and sensitivity, and be able to examine artistic movements from the perspective of historical time periods. The course also compares Western Art with other global cultures.

**7131 Theatre 1: Intro to Public Speaking (UC/CSU)**

**Recommendation: None**

**Grades 9, 10, 11, 12**

This course is designed for students who want to grow in their creativity and public speaking skills. Students will learn to work collaboratively through improvisations and the Lincoln Debate Model to develop critical thinking and interpersonal skills. Its goal is lesson speaking anxiety and build self-confidence. Students will learn about the role of communication through various games and exercises that encourage trust, active listening, and effective communication.

**7125 Theatre II: Voice & Dance (UC/CSU)**

**Recommendation: A “C” or better in Theater I**

**Grades 10, 11, 12**

This course is designed for the vocalist or dancer eager to develop their stage performance skills. Through study of the elements of music students will explore acting, movement, and vocal performance techniques through active participation and reflection. Students will work collaboratively as individual artists or members of larger ensembles. There will also be a focus on the audition process as well as musical theatre history.

### **7126 Theatre III: Acting Workshop (UC/CSU)**

**Recommendation: A “C” or better in Theater II**

**Grades 11, 12**

This concentrator course is designed to expose students to the process of creating theatre through character development. Students explore acting techniques such as voice projection and movement, dramatic literature, marketing, set design and costumes. The course concludes with a showcase production that allows students to apply the skills and knowledge obtained throughout the course. This course includes acting technique, improvisation, characterization, and basic blocking. This course is designed to preparation students for performing arts scholarships and festivals.

### **1652 Stagecraft (UC/CSU)**

**Recommendation: Drama Teacher approval**

**Grades 10, 11, 12**

Imagine a theatrical production, next remove the actors, everything else is stagecraft. In this class, students will utilize their abilities and learn new skills through hands-on training. Stagecraft is a collaborative art form where you will be empowered to make decisions with a team and create seasonal productions you’ll be proud of. The physical tasks range from mild to moderate and on occasion students work with power tools and paint. Students learn everything from how to sew a button to constructing a riser.

## **Instrumental Music Program**

### **1720 Marching Band**

**Recommendation: Gahr Athletic Packet Completion. Summer Band Camp attendance. Must be enrolled in one of the following classes: Crs. #1692, #1656, #1725 or #6014. Admissions by teacher approval.**

**Grades 9, 10, 11, 12**

This course is required to be in the Instrumental Music Program.

The Gahr Marching Gladiators are an award-winning marching band that travels and competes throughout Southern California. The Marching Band is a 7th period class offered for the Fall semester. The band performs at football games, field tournaments, pep rallies, and parades. Rehearsals and performances outside of the class time are required. During Band Camp, students learn basics and fundamentals necessary for our competitive field show. There is a suggested program donation of \$375 to cover major items such as instructional staff, equipment, instruments, uniforms, production costs, entry fees, and transportation. Students must be enrolled in Marching Band to participate in other ensembles.

### **1692 Concert Band (UC/CSU)**

**Recommendation: Athletic packet, must be enrolled in Marching Band #1720. Admission by teacher approval**

**Grades 9, 10, 11, 12**

The Concert Band is focused on the developing musician. All students in the Concert Band must possess basic playing proficiency. Students receive an overview of music theory and develop the technical skills needed to advance into the Wind Ensemble. During the fall semester, the Concert Band works on marching band music. During the spring semester, students learn concert literature and participate in several concerts and festivals. Concert Band combines once a week concert band percussionist. Students must be enrolled in the Marching Band fall semester.

### **1656 Wind Ensemble (UC/CSU )**

**Recommendation: Athletic Packet, must be enrolled in Marching Band # 1720. Admission by audition & teacher approval**

**Grades 9, 10, 11, 12**

The Wind Ensemble is an audition-only performing ensemble that focuses on the advanced musician. Past membership in the ensemble does not guarantee a spot the following year. Students study advanced music theory, ear training, and fine tune technical skills needed to perform advanced literature. During the fall semester, the Wind



Ensemble works in class on marching band music. During the spring semester, students learn concert literature and participate in several concerts and festivals. The Wind Ensemble combines once a week with Wind Ensemble percussionists. Students must be enrolled in the Marching Band fall semester.

**1724 Band Drum Fall**

**1725 Band Drum Spring (Percussion Ensemble) (UC/CSU)**

**Recommendation: Athletic packet, must be enrolled in Marching Band #1720. Admission by audition and teacher approval**

**Grades 9, 10, 11, 12**

Percussion Ensemble offers students a well-rounded approach to learning percussion instruments in order to develop general musicianship. Students further their percussion technique and skills, playing a variety of percussion instruments including mallets, pitched and non-pitched percussion, and auxiliary instruments. Students audition in May/June for positions in the battery or front ensemble for the fall field show. During first semester, the class focuses on the marching band music. During second semester, students are auditioned and assigned to perform with the Concert Band or Wind Ensemble. Percussionists have 1 rehearsal per week that combines with their respective group. Students must be enrolled in the Marching Band fall semester.

**6014 Color Guard**

**Recommendation: Athletic Packet. Must be enrolled in Marching Band #1720. Admission by audition & teacher approval**

**Grades 9, 10, 11, 12**

Color Guard is a year-long performance group. Students develop technical ability and skills using equipment that includes flags, sabers, and rifles, as well as dance and other interpretive movement. Students audition in May/ June for positions in the Color Guard. During the fall season, the Color Guard performs with the marching band. During second semester, the group learns their own show and performs at indoor Winter Guard competitions. Students must be enrolled in the Marching Band fall semester.

**1684 Jazz Ensemble (Jazz Band)**

**Recommendation: Must be enrolled in Marching Band #1720. Admission by audition & teacher approval**

**Grades 9, 10, 11, 12**

The Jazz Ensemble is a performance-oriented ensemble designed for serious, dedicated musicians by audition only. Students get a “real- world” experience playing challenging music, and are introduced to a wide array of music including big band, swing, bebop, Latin, funk, and rock. Students complete the course with a higher level of performance skills and musical knowledge. The Jazz Band performs at pep rallies, basketball games, concerts, festivals, and community events. The Jazz Band rehearses zero period every day. Students must be enrolled in the Marching Band fall semester.

**6002 Pep Squad**

**Recommendation: Tryouts\***

**Grades 9, 10, 11, 12**

Tryouts are held in the spring for students interested in participating in Cheer. These groups perform at football games, parades, basketball games, and competitions. Many extra hours of practice are required. Pep Squad is a year-round sport that promotes school spirit and Gladiator Pride. Pep Squad members develop technical skills in stunting, tumbling and basic cheer fundamentals. Participants perform at all football games, basketball games, school rallies, parades and competitions. All grade levels are encouraged to tryout in the spring. After school practices are required.

## **Career & Technical Education (CTE)**

*Learn skills for the future!* Career & Technical Education (CTE) provides opportunities for career and technical training in a variety of fields during high school. Classes are provided in career areas where there is a promising job market. For

an opportunity to explore possible careers before deciding on a four-year college/university, trade program, or career, students are encouraged to enroll in CTE classes on the Gahr High School campus. Through CTE, participants may acquire the job skills necessary to enter and compete in today's workforce, and in many cases, earn advanced placement or credits at area community colleges. Students are encouraged to complete all 3 classes in the series.

## **Film/Video Production and Broadcasting**

### **7128 Film & Video Production I** (UC/CSU)

#### **Grades 9-12**

This course teaches & trains students in all aspects of film and video production utilizing digital cameras and video editing software. Students study video editing, screenwriting equipment operation, lighting, sound design & visual storytelling. Students work individually and in groups to create short video projects using the steps in the production process from pre-production through post-production.

### **7129 Film & Video Production II**

**Recommendation:** 7128 CTE Film & Video Prod. I or Teacher Approval

#### **Grades 9-12**

This continues to build on the skills and techniques acquired from Crs. #7128. Students will gain advanced skills in video editing, special effects, filming, and sound design. Students will be involved in TV Broadcasting, learning how to produce live & taped shows.

### **TV Broadcasting**

**Recommendation:** 7128 CTE Film & Video Prod. I/II or Teacher Approval

#### **Grades 10-12**

## **Video Game Design**

### **1640 Introduction to Game Design** (UC/CSU)

#### **Grades 9-12**

Participants will be introduced to game design & game design concepts, emphasizing the basic tools of game design: paper & digital prototyping, design iteration, and user testing. You will understand what defines a "game" and the mechanics and rules behind different types of games. The course focuses on the conceptual underpinnings of games, and all assignments can be completed with pencil & paper-no previous programming knowledge is required.

## **Automotive Technology**

### **3575 Auto I**

#### **Grade 10 - 12**

If working on cars is your thing, start here! Students in the Auto Mechanics class learn basic auto technology. Areas covered include mechanical repair and service techniques on late model vehicles. Topics include Brakes, Suspension and steering engine repair, formulary systems & insurance Electrical/Electronics, and Drive Train. No experience is required for enrollment. This course articulates with Cerritos College

### **3576 Auto II**

#### **Grade 10-12**

Auto II is based on building & repairing project vehicles. It is recommended that students have taken Auto I prior to Auto II. Auto II is a work environment. Students should want to learn by working on projects and their own vehicles.

### **3576 Intro to Alternative Fuels**

Grade 10-12

Students will learn about alternative fuels that drive different machines to better meet our world and energy needs. Exposure to but not limited to robotics, car design, engineering concepts, artistic renderings of “concept vehicles,” and circuit creation to run small, conceptual robots.

## **Global Trade & Logistics**

### **7697 Marketing & Global Cultures**

Grade 9 - 12

This introductory course will cover many concepts of marketing strategies from a global perspective. You will learn how a country's culture, political environment and legal system will affect the marketing techniques for a particular country. This course will help strengthen your marketing decision skills and help you to analyze marketing opportunities. The outcome of the course will give you a better understanding of business and a path towards a possible business career.

### **7698 Entrepreneurship**

Grade 9-12

This is an introductory course in Entrepreneurship that will help you realize your entrepreneurial abilities and potential to create and grow a business. Do you desire to calculate risks? Are you ready to be responsible for a company's direct and create value for customers a company owner? Learn how others started and grew a business. Gain the knowledge and insight to manage a small business. We will learn about business plans, how to finance your business, marketing growth strategies and financial forecasting.

### **7694 International Business**

Grade 9 - 12

International Business is a course designed to introduce students to international trade. Students will explore the world of global trade and study importing and exporting, global economics, political and legal structures, international finance, international marketing, supply chain and logistics, and technology. Students will gain competencies in: Workplace Skills, Teamwork, Culture and Business, Importing and Exporting, and International Expansion.

## Physical Education & Health/Futures

Students must complete two years (20 credits) of physical education. Physical education is required of all students each semester they are enrolled in 9th grade; the second year of PE is to be completed in 10th grade unless the student meets all of the following district criteria for delayed PE enrollments: 1) enrollment in at least 6 courses EACH SEMESTER in high school including the senior year, 2) reason for delayed enrollment is consistent with stated career and/or educational goal(s), 3) approval of the Assistant Principal, Guidance, and 4) petition must be submitted prior to the second week of the semester. If there is a failing grade, the student will be required to make up the deficient PE credits by taking additional PE courses in the 11th and/or 12th grade.

Gahr High School has developed the following PE I course offerings, which fulfill the 9th grade PE requirements. These offerings include the district approved cognitive component. Options for 9th graders are PE I & Athletic PE. In the 10th grade, students are enrolled in PE II, which includes the approved cognitive components. Options for 10th graders are PE II and Athletic PE.

High School students are given the option of taking required physical education for a grade or credit/no credit. Request for credit only grades for PE must be made within two weeks after progress reports are sent home. Such a request is valid for one semester at a time. For this option, see your guidance counselor.

### **6021 PE I**

**Recommendation: None**

#### **Grade 9**

PE I is an introduction to the principles and philosophy of physical education. The student will explore theories of exercise, biomechanics, and movement. Students will participate in a lab studying the effects of exercise on their bodies and be placed on a program to enhance physical fitness. The four components offered to freshman are 21 biomechanics, fitness, aquatics and team sports are designed to enhance the student's physical fitness, motor development, and social skills. This course fulfills one year of the graduation requirements in PE.

### **7502 Health**

**Recommendation: None**

#### **Grade 9**

This course covers the nine content domains which students encounter in their exploration of health as identified by the California Framework for Health. The nine content domains are personal health; consumer and community health; injury prevention and safety; individual growth and development; tobacco, alcohol, and other drugs; nutrition; communicable and chronic diseases; family living; and environmental health. This course is offered 1st semester.

Second semester consists of two 9-week units. Third quarter instruction is in Career Education and Sex Education. The State of California requires parent permission to take Sex Education. Sex Education includes lessons in marriage and parenthood, the beginning of the life cycle, the reproductive system, pregnancy and birth, abstinence, birth control, and sexually transmitted diseases, including AIDS/HIV education.

The fourth quarter provides instruction in driver education that prepares the student for driving with emphasis on skill, good judgment, safety, and legal knowledge needed for a complex part of adult life. It stresses specific knowledge necessary for the driver, including laws and regulations governing the safe operation of motor vehicles. Equally important, the course emphasizes attitude, emotional reactions, and responsibilities. The State of California requires 30 hours of attendance, missing 10 days or more is automatic non-credit. Behind-the-wheel driver training is offered by private driving schools. This course is offered 2nd semester.

**6022 PE II**

**Recommendation: PE I**  
**Grade 10**

An extension of Physical Education I, PE II deals with a wide variety of lifetime sport activities. Physical Education II continues with dance & rhythms, combative, gymnastics/ tumbling, individual dual sports and WhyTry review. This course fulfills one year of the graduation requirement in PE.

**6100 PE/Lifetime Sports Recommendation: Passing grade in PE I and PE II**  
**Grades 11, 12**

This course is designed to give students an awareness of lifetime fitness through exposing them to a variety of sports that can be enjoyed throughout the life cycle. Students are provided with information that can be incorporated into their lifestyle no matter what their age and fitness level is currently. Students are encouraged to find the fitness activity that interests them and hopefully carry that activity over to later years. This class does not replace PE I or PE II; it is PE elective credit only.

**6089 PE/Strength & Conditioning**  
**Recommendation: Must pass PE II**  
**Grades 11, 12**

Strength training is done weekly for strength and muscular development. Circuit training for muscular endurance and tone is also included. This class does not replace PE I or PE II; it is PE elective credit only. This is a one-semester course.

**6124 PE/Bodies in Motion**  
**Recommendation: Passing grade in PE I and PE II**  
**Open to grades 11, 12**

The course is designed to give students an awareness of their physical fitness through aerobic and anaerobic conditioning. This objective is met through weight training, kickboxing, TaeBo nutrition units and learning how to monitor their own physical fitness. By providing different types of exercise, students are better equipped to choose exercises that fit his/her lifestyle. This class does not replace PE I or PE II, it is PE elective credit only.



| JOIN GHS TEAM SPORTS  |                           |                      |
|-----------------------|---------------------------|----------------------|
| <u>GIRLS SPORTS ~</u> | <u>CO-ED SPORTS</u>       | <u>BOYS SPORTS</u>   |
| <u>Season</u>         | <u>~ Season</u>           | <u>~ Season</u>      |
| Cross Country ~ Fall  | Football ~ Fall           | Cross Country ~ Fall |
| Golf ~ Fall           | Badminton ~ Spring        | Water Polo ~ Fall    |
| Tennis ~ Fall         | Swim ~ Spring             | Basketball ~ Winter  |
| Volleyball ~ Fall     | Track and Field ~ Spring  | Soccer ~ Spring      |
| Basketball ~ Winter   | Cheerleading ~ Year-round | Tennis ~ Spring      |
| Soccer ~ Winter       | Color Guard ~ Year-round  | Volleyball ~ Spring  |
| Polo ~ Winter         | Marching Band - Fall      | Wrestling ~ Winter   |
| Wrestling ~ Winter    |                           |                      |
| Softball ~ Spring     |                           |                      |



### **Athletic & Activity Transportation Fee**

The Transportation Fee will be \$150 without an ASB card or \$50 with the purchase of an ASB card for \$55. The Transportation Fee will be assessed once a season starts and will become an obligation if it is not paid in full in a timely manner. Transportation fees can be paid via the Finance Office during regular school hours or at Registration. The Transportation Fee is not part of any individual team sport fees.

**Gahr offers the Advancement Via Individual Determination (AVID) program. AVID admits students in the academic middle (B, C, and D students) who have the desire to go to college and the willingness to work hard. AVID places academically thirsty students, with GPAs ranging from 2.0-3.5, in advance classes and provides them with an elective class to prepare for success in rigorous curricula, participate in volunteer experiences, enter mainstream activities in school, and increase their opportunities to be accepted to four-year colleges. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global and interdependent society.**

**8770 AVID (Tutorial) - 9<sup>th</sup> Grade**

**8771 AVID (Tutorial) - 10<sup>th</sup> Grade**

**5772 AVID (Tutorial) - 11<sup>th</sup> Grade**

**5773 AVID Senior Seminar -12<sup>th</sup> Grade (UC/CSU and NCAA )**

**Recommendation: Application and interviews are required.**

**Grades 9 – 12:**

AVID is an elective class designed to help students prepare for and succeed in college and university. Students in the program commit themselves to improvement & preparation for college. AVID offers a rigorous program of instruction in academic “survival skills” and college level entry skills. The AVID program teaches the student how to study, read for content, take Cornell Notes, and manage time. Students participate in collaborative study groups, or tutorials, led by tutors who use skillful questioning to bring students to a higher level of understanding. AVID Senior Seminar only offered to current AVID 11th graders.

**5754 AVID Tutor**

**Recommendation: 11th or 12th grade in good academic standing (3.5 GPA or above or AVID Coordinator Approval). Application & interview are required:**

Students will act as an academic peer tutor who will help all AVID students through the support of engagement strategies. Each tutor will be required to have 16 hours of training in engagement strategies. Tutors will be issued a letter grade.

## **Special Education Programs**

**8750 Education to Careers (ETC)/ RSP**

**Recommendation: Active IEP Open to grades 9, 10, 11, 12**

The Education to Careers Lab is designed for students who qualify for Special Education services. Students receive support based on their Individualized Education Program (IEP). Resource Specialists work in collaboration with General Education Teachers to assist students enrolled in the general education academic environment. Accommodations, services, additional time and coordinated services are all a part of a student's IEP and are provide to students in the ETC Lab and/ or General Education classroom. In addition to a service provision setting, the ETC Lab is a place for students to develop positive study habits and achieve academic success. Lastly, students who are enrolled in RSP/ ETC Lab may qualify for increased support through ETC Math 1 & 2 courses. ETC Math 1 (8696) & Math 2

(8695) courses expose students to state approved general ed. Math 1&2 curriculum in a more appropriate setting & more flexible pace.

**7004 Basics to Life (BTL)/SDC (Not UC/CSU approved)**

**Recommendation: Active IEP**

**Grades 9, 10, 11, 12**

The Special Day Class (SDC) program offers a high level of structure and support for students who qualify for Special Ed services. These classes emphasize basic skills within the core curriculum. Students receive Special Ed. support for a portion of their school day with the educational specialist. BTL courses are designed to provide individualized instruction for the students in all areas of the district's core curriculum and state standards.

## **Student Assistant Programs**

**5010 Library Tech**

**Recommendation: 2.5 GPA, excellent attendance, good citizenship, typing skills, and filing skill approval of library staff.**

**Grades 11, 12** Students work in a computerized library/media environment performing typical tasks such as checking books in and out, preparation of overdue notices, readingshelves, shelving books and magazines, processing periodicals, delivering and setting up AV-TV equipment, and assisting in the textbook room. (Grades are issued as CREDIT/NO CREDIT.)

**5030 Office Aide**

**Recommendation: 2.5 GPA, excellent attendance, good citizenship, approval of Advisor & office staff. Open to Grades 11, 12**

Students perform as aides in a variety of education office occupations.

**9998 Teacher Aide**

**Recommendation: 2.5 GPA, excellent attendance, good citizenship, teacher & Advisor approval**

**Grade 12** (Grades are issued as CREDIT/NO CREDIT)

Students assist teachers in classroom clerical tasks.



**Edmentum:** This program is designed to help students who are deficient in credits. Students that qualify must first meet with their academic advisor in order to be enrolled in the program. Upon approval students will register for their assigned course in room 401. Students must complete a total of three hours per week towards their assigned class. A student that does not meet the three-hour requirement per week may be dropped from the program. Students have a total of 18 weeks to complete the assigned course. Lab hours are: Monday - Thursday from 3:00pm - 4:30pm (Students are expected to also spend time outside of the lab hours in order to complete course in the timeframe).

Plato Courseware is a standards-based online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. It provides a rigorous, relevant curriculum that challenges students with a 21st century approach - engaging them with interactive, media-rich content. The program provides direct instruction while teachers facilitate student progress.

Plato Courseware provides courses in a wide range of core subjects, electives, and world language (Spanish). Courses consist of integrated assessments; including exempted pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery.

#### **Effective Online Courses to Achieve Real Results**

- ~ Rigorous courses, proven to improve student achievement
- ~ Interactive, media-rich content actively engages students
- ~ Aligned to Common Core and state standards
- ~ Award-winning courseware proven by third-party research and studies
- ~ High-quality content for supplemental learning, credit recovery, unit recovery and extended learning



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