



**2021 - 2022**  
**PROGRAM OF STUDIES**



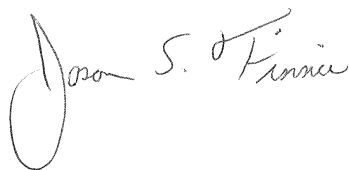
Dear Parent/Guardian,

It is important that we work together with students and their parents/guardians to plan and select the course of studies they will pursue while at Gateway Regional High School. This **Program of Studies** is a resource to assist with the course selection and sequencing that will prepare students to fulfill their career goals.

The administration and faculty have worked to provide an array of curricular offerings aimed at challenging all students, while arming them with the 21<sup>st</sup> century skills needed for success in college and/or their careers. We also encourage students to challenge themselves with their core of academic requirements, and broaden their experiences with a complement of elective offerings. As you discuss course selections, please note that many courses have prerequisites that include previous grades as well as teacher recommendations. Throughout the course selection process, our Guidance Department will work closely with you to select a challenging and appropriate course of study.

If you have questions or concerns about your child's course offerings, please contact the Guidance Department at 413-685-1107.

Sincerely,

A handwritten signature in black ink that reads "Jason S. Finnie". The signature is written in a cursive style with a large, looped initial "J".

Jason S. Finnie, M.A., C.A.G.S.  
Principal

*\*Please note that changes to students schedules can be made for: 1) failure of a prerequisite, 2) changes to an Individualized Educational Plan, or 3) inappropriate placement.*

*\*\*Please also note that course offerings may be altered or eliminated due to enrollment numbers, budget constrictions, or other currently unforeseeable issues.*

## Gateway Regional High School Core Values & Beliefs About Learning

*Gateway Regional High School is an academic community that fosters growth, respect, honor, and spirit. We strive to provide a safe and caring learning environment where students are encouraged to share responsibility for their learning and academic achievement. Our curriculum provides students with the skills and knowledge needed to become productive citizens in a global society.*

**G  
R  
O  
W  
T  
H**

**R  
E  
S  
P  
E  
C  
T**

**H  
O  
N  
O  
R**

**S  
P  
I  
R  
I  
T**

### We Believe....

- *All students can learn.*
- *Students learn in a variety of ways.*
- *Learning requires consistent effort.*
- *Learning requires a safe and supportive environment.*
- *Learning is meaningful.*

## Student Academic Expectations

Students at Gateway Regional High School will:

- **Process and communicate information effectively**
- **Develop critical thinking and problem solving skills**
- **Develop an awareness of the arts, humanities, sciences, and technology**

	<b>Surpasses Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>
<b>Process and communicate information effectively</b>	Creates well-organized meaningful content that communicates effectively with their audience; makes use of all appropriate conventions and various formats.	Creates organized meaningful content that communicates effectively with their audience; makes use of appropriate conventions and formats.	Begins to create organized meaningful content that communicates effectively with their audience; makes some use of appropriate conventions and formats. There may be some degree of inconsistency in their work.
<b>Develop critical thinking and problem solving skills</b>	Demonstrates a thoughtful and thorough process of reflection, revision, and/or self-evaluation, and is consistent throughout their work	Demonstrates a persistent process of reflection, revision and/or self-evaluation, though there may be some degree of inconsistency in their work.	Begins to demonstrate a process of reflection and/or self-evaluation, with a large degree of inconsistency in their work
<b>Develop an awareness of the arts, humanities, sciences, and technology</b>	Actively demonstrates awareness of arts, humanities, sciences and technology through work that exemplifies and promotes understanding in all these areas	Demonstrates an awareness of arts, humanities, sciences and technology through work that shows some understanding in all these areas	Begins to demonstrate some awareness of arts, humanities, sciences, and technology, has a degree of inconsistency in knowledge in one or more area

## **Communication Exemplars**

### **Surpasses Expectation**

Creates organized papers, presentations, or projects which contain meaningful content; communicates effectively with their audience; makes use of appropriate conventions; and demonstrates the complete process of reflection, revision and/or self-evaluation

### **Meets Expectation**

Creates generally acceptable papers, presentations or projects which contain some meaningful content, communicates effectively with their audience, often makes use of appropriate conventions, and demonstrates a process of reflection, revision and/or self-evaluation

### **Approaches Expectation**

Begins to provide organized papers, presentations, or projects with meaningful content; is limited in their ability to communicate effectively with their audience; reveals serious deficiencies regarding conventions; and is rarely able to engage in a process of reflection, revision, and/or self-evaluation without a great deal of assistance

## **Critical Thinking and Problem Solving Exemplars**

### **Surpasses Expectation**

Consistently show critical thinking and problem solving skills by applying knowledge appropriately; demonstrate clear and insightful understanding; interpret evidence, statements and graphics; and make logical predictions or inferences to resulting in well supported results and conclusions

### **Meets Expectation**

Shows generally acceptable critical thinking and problem-solving skills by applying knowledge appropriately; demonstrates understanding, interprets evidence, statements, and graphics; and makes reasonable predictions or inferences resulting in basic results and conclusions.

### **Approaches Expectation**

Begins to show critical thinking and problem solving skills with minimal accuracy, understanding, and clarity by applying some knowledge satisfactorily; at times does not demonstrate comprehension of the material; and does not identify information or evidence correctly therefore cannot justify results

## **Education Awareness Exemplars**

### **Surpasses Expectation**

Exceeds the school's graduation requirements; demonstrates quality performances and deep understanding of core subject areas/electives as outlined in the school's program of studies

### **Meets Expectation**

Meets the school's graduation requirements; demonstrates fundamental understanding and performs satisfactorily within the core subject areas/electives as outlined in the school's program of studies

### **Approaches Expectation**

Has not yet met the school's graduation requirements as outlined in the school's program of studies

## Student Social & Civic Expectations

Students at Gateway Regional High School will:

- **Respect cultural, ethnic and religious diversity**
- **Demonstrate responsible behavior and healthy decision-making**
- **Develop collaborative interpersonal relationships and skills within the school community**
- **Actively engage as a citizen within the school community and beyond**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>
<b>Respect</b>	Always: <ul style="list-style-type: none"> <li>● demonstrates integrity</li> <li>● interacts appropriately</li> <li>● respects diversity</li> </ul>	Often: <ul style="list-style-type: none"> <li>● demonstrates integrity</li> <li>● interacts appropriately</li> <li>● respects diversity</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>● demonstrates integrity</li> <li>● interacts appropriately</li> <li>● respects diversity</li> </ul>
<b>Responsibility</b>	Always: <ul style="list-style-type: none"> <li>● meets classroom expectations</li> <li>● arrives on time</li> <li>● sets appropriate goals</li> <li>● demonstrates self-management</li> <li>● works effectively independently and collaboratively</li> <li>● utilizes school resources and technology ethically</li> </ul>	Often: <ul style="list-style-type: none"> <li>● meets classroom expectations</li> <li>● arrives on time</li> <li>● sets appropriate goals</li> <li>● demonstrates self-management</li> <li>● works effectively independently and collaboratively</li> <li>● utilizes school resources and technology ethically</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>● meets classroom expectations,</li> <li>● arrives on time</li> <li>● sets appropriate goals</li> <li>● demonstrates self-management</li> <li>● works effectively independently and collaboratively</li> <li>● utilizes school resources and technology ethically</li> </ul>
<b>Collaboration</b>	Always: <ul style="list-style-type: none"> <li>● contributes respectfully</li> <li>● listens attentively</li> <li>● shares resources and ideas</li> <li>● accepts and fulfills responsibilities to group</li> </ul>	Often: <ul style="list-style-type: none"> <li>● contributes respectfully</li> <li>● listens attentively</li> <li>● shares resources and ideas</li> <li>● accepts and fulfills responsibilities to group</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>● contributes respectfully</li> <li>● listens attentively</li> <li>● shares resources and ideas</li> <li>● accepts and fulfills responsibilities to group</li> </ul>
<b>Citizenship</b>	Always: <ul style="list-style-type: none"> <li>● actively participates and demonstrates an understanding of the democratic process in the classroom, school, and/or local communities</li> </ul>	Often: <ul style="list-style-type: none"> <li>● actively participates and demonstrates an understanding of the democratic process in the classroom, school, and/or local communities</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>● participates and demonstrates an understanding of the democratic process in the classroom, school, and/or local communities</li> </ul>

### Respect Exemplars

Students at Gateway Regional High School are encouraged to respect cultural, ethnic and religious diversity.

Gay/Straight Alliance, School Service Requirement, Internships, Advisory Program, Specific coursework as outlined in the Program of Studies, Teacher/Student exchanges, Specific visual/performing arts and athletic events

**Exceeds:** Always fulfills promises, treats others fairly and equitably, maintains the confidence of others. Actions and words say the same things.

**Meets:** Often fulfills promises, treats others fairly and equitably, maintains the confidence of others. Actions and words often say the same thing

**Approaching:** Sometimes fulfills promises, treats others fairly and equitably, maintains the confidence of others. Actions and words say the same things.

### **Responsibility Exemplars**

Students at Gateway Regional High school are encouraged to take responsibility for their actions, and become advocates for their individual educational needs.

**Exceeds:** Always takes advantage of opportunities to improve grades. Always seeks help from teachers and counselors. Always gives full effort. Challenges self with difficult courses.

**Meets:** Often takes advantage of opportunities to improve grades. Seeks help from teachers and counselors on a regular basis. Usually puts forth full effort. Enrolled in challenging courses.

**Approaching:** Sometimes takes advantage of opportunities to improve grades. Occasionally seeks help from teachers and counselors. Effort is inconsistent. May have failed a course, but makes up credits in afternoon/ summer school. Enrolls in a challenging course or two.

### **Collaboration Exemplars**

Students at Gateway Regional High school are encouraged to take leadership and to strive to include themselves and others in group-work, as well as in daily class participation.

**Exceeds:** Always takes leadership and organizes group tasks. Includes and synthesizes input from all members of group to create high quality final product.

**Meets:** Often takes leadership and organizes group tasks. Includes and synthesizes input from some members of group to create quality final product

**Approaching:** Takes some leadership and organizes group tasks. Include and synthesizes input from some members of group to create quality final product

### **Citizenship Exemplars**

Recitation of Pledge of Allegiance, Class/student council elections, Voter registration, Internships, Specific Class and Advisory involvement in political process, Co-op program, Student Accountability Rubric, "Newspapers in Education" Program, Specific class and school expectations, Democratic process/collaborative leadership, Required social studies coursework, Discipline referral rates (attendance, tardy, etc.)

**Exceeds:** Actively participates in school elections, actively organizes and participates in community service projects for peers

**Meets:** Participates in school elections, is on track to fulfill required community service hours.

**Approaching:** Understands the democratic process in the school and has provided some service to the community.



## ASSESSMENT RUBRIC

The following rubrics are an assessment tool that staff will utilize this year for student accountability and academic performance. The use of these rubrics helps teachers assess student performance on a daily basis and document that performance for inclusion into the grade a student receives for a course.

Gateway Regional High School Student Accountability Rubric											
Student:				Course:				Teacher:			
	Always = 4			Often = 3			Sometimes = 2		Rarely = 1		Never = 0
<b>Objectives:</b>	Week #1	Week #2	Week #3	Week #4	Week #5	Week #6	Week #7	Week #8	Week #9	Week #10	Total
<b>Attendance:</b>											
Arrives on time											
Regular attendance											
Remains in class											
<b>Preparation:</b>											
Brings class materials											
Brings assignments											
<b>Listening:</b>											
Attentive to speaker											
Attentive to other media											
Follows directions											
<b>Participation:</b>											
Focused and on task											
Positive contributor											
<b>Behavior:</b>											
Shows respect for											
Teachers, Peers											
Property, and Self											
Appropriate response											
Follows all rules											
Shows positive											
character traits											

## WRITING RUBRIC

	3 (Exemplary)	2 (Proficient)	1 (Needs Improvement)	0 (Failing)
<b>Focused</b>	The response fully and appropriately addresses the prompt or task given.	The response appropriately addresses the prompt or task given.	The response is related to the prompt.	The response is not understandable or is unrelated to the prompt.
<b>Supported</b>	The response includes relevant, well-chosen details or examples.	The response includes adequate details or examples.	The response includes details or examples, some of which may not support the main idea.	The response is not supported by any relevant details or examples.
<b>Correct (mechanics)</b>	Contains few, if any, errors in conventions.	May contain some errors in conventions, but errors do not interfere with understanding of the response.	May contain several errors in conventions, which may interfere with understanding of the response.	Frequent errors in conventions seriously interfere with understanding of the response.

# Table of Contents

## GENERAL INFORMATION

Requirements for Promotion	2
Course Load	2
Modification of Schedule	2
Graduation Requirements	3
Nondiscrimination Policy	4
Grading System	4
Grade Point Average (GPA)	4
Grade Scale	4
Instructional Levels	6

## COURSE DESCRIPTIONS

English Language Arts	7
History/Social Studies	12
Mathematics	14
Science	18
World Languages	23
Performing Arts	25
Visual Arts	27
Industrial Technology	30
Physical / Health Education	31
Physical Education Waivers	33
Welding Program (Ch 74 vocational)	34
Early Education & Care Program (Ch 74 vocational)	35
Special Education Services/Courses	37
Developmental Learning Program	39

## ADDITIONAL OPPORTUNITIES

Directed/Independent Study	41
ELL Academic Support	41
School-to-Career Program	42
Online Learning	43
Dual Enrollment	43

## REQUIREMENTS FOR PROMOTION

Upon successful completion of a course, a student will receive 2.5, 5 or 10 credits. Credits are based on the total number of hours put into the course. A student enrolled in a course that meets every day over an entire semester, or every other day for the entire year will receive 5 credits. A student enrolled in a course that meets every day for the entire year will receive 10 credits. A student enrolled in a course that meets every other day for a semester will receive 2.5 credits. Promotion from one grade to the next is based on accumulation of credits as follows:

Entrance to grade 10.....	50 credits	(Class of '23- <b>60</b> )
Entrance to grade 11.....	100 credits	(Class of '22- <b>120</b> ; Class of '23- <b>110</b> )
Entrance to grade 12.....	150 credits	(Class of '21- <b>180</b> ; Class of '22- <b>170</b> ; Class of '23- <b>160</b> )
Graduation.....	200 credits	(Class of '21- <b>230</b> ; Class of '22- <b>220</b> ; Class of '23- <b>210</b> )

*\*A final decision as to retention/promotion is at the discretion of the administration.*

## COURSE LOAD

Students must have a full complement of courses each semester that they attend. This means that students must be enrolled in courses or programs totaling 35 credits each semester, 70 credits per year. The balance of required versus elective courses scheduled is a decision that students should reach in consultation with their guidance counselor during the course selection process each year.

## MODIFICATION OF SCHEDULE

A request for a schedule change will only be considered in the two-week period preceding the beginning of the each semester. Schedule changes after that period are subject to the withdrawal procedure. The withdrawal procedure requires permission of teachers of the courses involved, a parent/guardian, the appropriate counselor and the administration. A student who withdraws from a course after the allowed time period will be assigned one of the following grades: **WP** if the student is passing the course at the time of withdrawal or **WF** if the student is failing the course. The assigned status (**WP** or **WF**) will remain on the student's transcript. A grade of **WF** (0) will be averaged into the student's Grade Point Average (GPA). A student may audit a course for no credit with permission of the instructor and counselor prior to the first day of the class. A grade of **AUD** will appear on the student's report card and transcript.

## GRADUATION REQUIREMENTS

The following distribution of courses, as well as the successful passing of MCAS testing, must be completed in order to meet the requirements for graduation at Gateway Regional High School:

### DEPARTMENT/AREA

English	40 credits	
Mathematics	40 credits	
Science	30 credits	
Social Studies	35 credits	
Fine Arts	10 credits	(Class of '22- <b>15</b> ; Class of '23- <b>10</b> )
Physical/Health	12.5 credits	(Class of '22- <b>15</b> ; Class of '23- <b>12.5</b> )
Electives	32.5 credits	(Class of '22- <b>45</b> ; Class of '23- <b>42.5</b> )
<b>Total Credits</b>	<b>200 credits</b>	(Class of '22- <b>220</b> ; Class of '23- <b>210</b> )

### GRADUATION REQUIREMENTS FOR CHAPTER 74 PROGRAMS

***Note:** Below reflects requirements for the Class of 2024 only. See above for total credits required for the Classes of 2021-2023; department/area requirements for these classes will be determined on a case by case basis.*

<u>DEPARTMENT/AREA</u>	<u>WELDING</u>	<u>EARLY EDUCATION &amp; CARE (EEC)</u>
English Language Arts	40 credits	40 credits
History/Social Studies	30 credits	30 credits
Mathematic	30 credits	40 credits
Science	25 credits	20 credits
Physical/Health Education*	12.5 credits	12.5 credits
Metals Technology A&B	7.5 credits	-----
Intro to Early Education & Care A&B	-----	7.5 credits
Shop (Welding/EEC)	42.5 credits	42.5 credits
Fine Arts	-----	-----
Electives	12.5	7.5 credits
<b>Total Credits</b> (beginning w/ Class of '24)	<b>200 credits</b>	<b>200 credits</b>

\*All students are required to take Health Education (2.5 credits) as a criterion for graduation.

\*All students must take Physical Education Physical Education (for waiver policy see pg.31) in each of the 4 years of their high school education.

\*After meeting graduation requirements, students may take one additional class in Physical Education.

**Students preparing for a 4-year Massachusetts State College or University should refer to [www.mass.edu](http://www.mass.edu) to ensure compliance for admission.**

## **NON-DISCRIMINATION POLICY**

All students regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

## **GRADING SYSTEM**

Report cards are issued to students four times each year. Interim progress reports are also sent home between report card dates, ensuring that parents are kept informed of student progress in a timely manner. Course grades reflect the teacher's assessment of a student's contribution to the class including tests, quizzes, classroom participation, independent projects, and other factors.

A+	98-100	C+	78-79
A	93-97	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
		F	Below 60 (No credit)

## **GRADE POINT AVERAGE (GPA)**

Students in grades nine through twelve receive a weighted GPA at the end of each year with their final report card for the year. In addition, seniors receive a mid-year GPA. A GPA is calculated primarily for the purpose of determining class rank, which is a factor that many colleges look at in assessing a candidate for admission. The GPA is calculated by assigning a weight to all numerical grades, with higher weights given to higher-level classes such as Advanced Placement and Honors courses. Classes taken at Gateway Regional High School in English, social studies, mathematics, world language and science are included in the calculation of the GPA. Courses taken under the Dual Enrollment Program or while a student has been home-schooled are not included in the calculation of the student's GPA. This is done because of the closeness of overall grade point averages among top students when selecting class honors such as valedictorian and salutatorian. A student must have attended Gateway Regional High School during his/her junior and senior year in order to be considered for the awarding of class valedictorian or salutatorian. The following chart contains the weighted values for grades received in courses at different instructional levels.

## GRADE SCALE

LETTER GRADE	NUMERICAL GRADE	AP	HONORS	COLLEGE PREP	BASIC
A+	100	5.00	4.5	4.00	3.5
A+	99	4.93	4.43	3.93	3.43
A+	98	4.86	4.36	3.86	3.36
A	97	4.79	4.29	3.79	3.29
A	96	4.72	4.22	3.72	3.22
A	95	4.65	4.15	3.65	3.15
A	94	4.58	4.08	3.58	3.08
A	93	4.51	4.01	3.51	3.01
A-	92	4.44	3.94	3.44	2.94
A-	91	4.37	3.87	3.37	2.87
A-	90	4.3	3.8	3.3	2.8
B+	89	4.23	3.73	3.23	2.73
B+	88	4.16	3.66	3.16	2.66
B	87	4.09	3.59	3.09	2.59
B	86	4.02	3.52	3.02	2.52
B	85	3.95	3.45	2.95	2.45
B	84	3.88	3.38	2.88	2.38
B	83	3.81	3.31	2.81	2.31
B-	82	3.74	3.24	2.74	2.24
B-	81	3.67	3.17	2.67	2.17
B-	80	3.6	3.1	2.6	2.1
C+	79	3.53	3.03	2.53	2.03
C+	78	3.46	2.96	2.46	1.96
C	77	3.39	2.89	2.39	1.89
C	76	3.32	2.82	2.32	1.82
C	75	3.25	2.75	2.25	1.75
C	74	3.18	2.68	2.18	1.68
C	73	3.11	2.61	2.11	1.61
C-	72	3.04	2.54	2.04	1.54
C-	71	2.97	2.47	1.97	1.47
C-	70	2.9	2.4	1.9	1.4
D+	69	2.83	2.33	1.83	1.33
D+	68	2.76	2.26	1.76	1.26
D	67	2.69	2.19	1.69	1.19
D	66	2.62	2.12	1.62	1.12
D	65	2.55	2.05	1.55	1.05
D	64	2.48	1.98	1.48	0.98
D	63	2.41	1.91	1.41	0.91
D-	62	2.34	1.84	1.34	0.84
D-	61	2.27	1.77	1.27	0.77
D-	60	2.2	1.7	1.2	0.7
F	59-0	0.00	0.00	0.00	0.00

## INSTRUCTIONAL LEVELS

Gateway Regional High School has adopted the philosophy of offering a diversified approach to its instructional program. The current offering of courses is designed to provide students the opportunity to experience success at different levels in different areas coupled with the opportunity to move freely from one level to another based on their individual needs and abilities as demonstrated by performance in prerequisite courses and teacher recommendations. Built into this approach is the concept of inclusion, which stresses the integration of students with special needs into the regular education program whenever and wherever possible. It is hoped that in utilizing this philosophical approach we can attempt to meet the needs of all students while ensuring that they experience success in their program of studies.

LEVEL	DESCRIPTION
Basic/CP2	Placement based on testing, team and/or teacher recommendation.
College Prep (CP)	Students assigned to this level have demonstrated the ability to work at or near grade level in specific skill areas. The student should be able to read at or near grade level, perform at grade level in the computation and application of math concepts, display the ability to write in sentences, and paragraphs and apply the rules of grammar.
Honors	Students assigned to this level have demonstrated the ability to work significantly above grade level in the specific skill areas listed above. In addition, students enrolled in advanced courses must demonstrate the ability to work independently, be sufficiently self-motivated to manage long-term projects, and possess the ability to synthesize material from a variety of sources and organize this material for problem solving.
Advanced Placement (AP)	Students assigned to courses at this level will be required to demonstrate the ability to work at a college level; therefore courses taken at this level follow a curriculum written at a college level. The curricula used in these classes are standardized and approved by the College Board for use in advanced placement. Following completion of an advanced placement course, students are encouraged to take a standardized test administered by the College Board. Student performance on this examination may result in the granting of credit for college courses in the content area. <b>Students who do not take the AP exam will have their transcript adjusted to reflect having taken the course at the Honors rather than AP level.</b>

Students must meet specific prerequisite requirements in order to continue on in a sequence of courses. These prerequisites can take the form of completing certain courses in sequence and/or achieving a minimum grade in a course in order to move on in the sequence.

## **ENGLISH DEPARTMENT PHILOSOPHY**

The English Department endorses the district philosophy of educating the whole child. The goal for each child is that he or she, regardless of ability, will function in a contributory manner in society in a positive and constructive way. More specifically, the English Department emphasizes listening, speaking, critical thinking, reading, and writing skills, as well as an understanding of contemporary technology and media.

The English Department strives to coordinate its curriculum with the district language arts document as well as with the Massachusetts State Frameworks in the areas of composition, language, literature, and media. Throughout a student's high school career, he or she will be exposed to a broad range of literature, both classic and contemporary. The department exposes students to multi-cultural literature in various genres, while providing a variety of student-centered learning activities.

Although each member of the English staff functions individually within the confines of the classroom, all work together to support and strengthen the English curriculum and to prepare the students to meet the challenges of the future.

## **ENGLISH DEPARTMENT CURRICULUM GOALS**

- Students will identify, describe, and apply the knowledge of the structure of the English language and standard English conventions to sentence structure, usage, punctuation, capitalization, and spelling.
- Students will understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.
- Students will identify, analyze, and apply knowledge of the characteristics of various genres.
- Students will identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.
- Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.
- Students will identify and analyze how an author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.
- Students will compare and contrast similar myths and narratives from different cultures.
- Students will interpret the meaning of literary works, nonfiction, films, and media by using different critical lenses and analytic techniques.
- Students will write with a clear focus, logical development, and adequate supporting detail.
- Students will select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.
- Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice in their writing via the writing process of prewriting, planning, drafting, evaluating and revising, and proofreading and editing.
- Students will use knowledge of standard English conventions to edit their writing.
- Students will use open-ended research questions, different sources of information, and appropriate research methods to gather information for their research projects.
- Students will obtain information by using a variety of media and evaluate the quality of material they obtain.
- Students will be encouraged to become lifelong learners utilizing their skills in communication to meet the demands of the adult world.



## ENGLISH LANGUAGE ARTS COURSES

Each course in the English sequence emphasizes effective communication through reading of literature, writing, language study, critical thinking, and oral skills in order to prepare students for their post-secondary pursuits. Courses are designated as Standard, Advanced, or Advanced Placement. The sequence of courses is designed to give students a foundation in a wide scope of writing and literature.

110	ENGLISH I CP2	Year	10 credits
-----	---------------	------	------------

\*Prerequisite: Placement based on testing, team and/or teacher recommendation

English 1A students are placed in this class on the basis of teacher recommendation and/or the results of placement testing and reading test. English 1A emphasizes vocabulary, development of thinking skills, grammar and a focus on reading and writing skills. Students will read, discuss and analyze various examples of literature including the short story, novel, drama and non-fiction.

111	CP ENGLISH I	Year	10 credits
-----	--------------	------	------------

112	HONORS ENGLISH I	Year	10 credits
-----	------------------	------	------------

English I emphasizes vocabulary, critical thinking, grammar, and writing skills with a focus on the development of process writing. Students will read, discuss and analyze various examples of literature, including the short story, novel, drama, nonfiction, and the epic poem.

120	ENGLISH II CP2	Year	10 credits
-----	----------------	------	------------

English IIA continues to reinforce the skills introduced in English IA. Areas of study will include vocabulary development, grammar, writing, and critical thinking skills. Additionally, students will study the various genres of literature and continue to focus on the literary analysis. MCAS preparation will be incorporated during the year as well to familiarize tenth graders with the test.

121	CP ENGLISH II	Year	10 credits
-----	---------------	------	------------

122	HONORS ENGLISH II	Year	10 credits
-----	-------------------	------	------------

\*Prerequisite: English I

English II continues to reinforce the skills introduced in English I. Since expository writing is an important component of English II, students are expected to develop outlines and utilize the writing process. Units of study include vocabulary development, elements of fiction, the short story, the study of the novel, drama, poetry, and grammar. Additionally, some MCAS preparation will be incorporated in order to familiarize tenth graders with the test.

In English II Advanced, students will often work independently to further develop and strengthen their critical thinking skills. Students are encouraged and expected to share responsibility for their learning and academic achievement.

130	ENGLISH III CP2	Year	10 credits
-----	-----------------	------	------------

English IIIA will continue to reinforce the skills introduced in English IIA as well as to develop and strengthen critical thinking skills. The course will focus on American literature with the continued development of vocabulary and grammar skills. The writing portion of the course will continue to prepare students for MCAS Retest, EPP exams, as well as junior year expository and persuasive writing.

131	CP ENGLISH III	Year	10 credits
-----	----------------	------	------------

132	HONORS ENGLISH III	Year	10 credits
-----	--------------------	------	------------

\*Prerequisite: English II

English III is both a survey of American literature course and a writing course. For literature, the course focuses on the American experience and the development of the American character. Students learn to take both a historicist and an analytical approach to literature, developing important reading skills in the process. The writing part of the course is directed to reader response methodology, analytical writing, persuasion and creative writing. For language study, grammar is dealt with in terms of expressiveness, creativity and style as well as correctness, and vocabulary development focuses on word analysis (prefixes and roots) for learning many words at a time.

140	ENGLISH IV CP2	Semester	5 credits
-----	----------------	----------	-----------

\*Prerequisite: English III

English IVA is a course designed to provide continued development of English skills for seniors. The course is designed to provide extended development of English usage and problems with writing mechanics. The literature portion will focus on reading classic novels and analysis of the novels based upon the terms of literature. Students will continue to develop their reading and writing skills in preparation for the MCAS Retest, EPP Exams, continued education or the business world. The curriculum of the course is flexible and will be determined according to student need.

143	CP ENGLISH IV	Year	10 credits
-----	---------------	------	------------

142	HONORS ENGLISH IV	Year	10 credits
-----	-------------------	------	------------

\*Prerequisite: English III

English IV emphasizes expository and persuasive writing, and the reading of both British and world literature. In addition, students learn about the history of the English language and gain a full understanding of diction. Overall, the work in the course is designed to develop critical thinking skills that will prepare students for either college or work. As the culmination of the four-year sequence in English, students should demonstrate their mastery of language, writing skills, understanding of literature and critical thinking through the completion of course assignments. A research paper is required in this course.



Our philosophy is determined by our understanding of student's diversities, interests, ability and needs, and by the prevailing educational concerns of our community, state and nation. We strive to educate the whole person by promoting social, emotional, and intellectual development within a departmental setting that is challenging, caring and rewarding. The Social Studies program is designed to prepare students to be active, informed citizens of their community. It is the aim of the program to develop in students an appreciation of a free, multicultural society in a world community, with the ability to frame questions, seek answers and verify conclusions. Students will be encouraged to read, interpret and evaluate material in all subjects to develop their fullest potential.

## **HISTORY/SOCIAL STUDIES DEPARTMENT CURRICULUM GOALS**

- Help the student understand and appreciate the roots, development, and nature of their American-Western civilization.
- Promotes the students' appreciation of the great civilizations and cultural traditions of the past.
- Understand contemporary world problems by studying the people, societies, and cultures of the past.
- Show the interdependence and interrelationship among civilizations.
- Gain an appreciation of great human achievements.
- Develop basic social skills and abilities required for personal success and good citizenship.
- Introduce historical methods to the students through the use of technology for research, projects and thesis writing.
- Promote critical and analytical thought processes through the study of civilization.
- Encourage the growth of reading, comprehension, and communications skills.

## HISTORY/SOCIAL STUDIES COURSES

210	CP WORLD STUDIES	Year	10 credits
211	HONORS WORLD STUDIES	Year	10 credits

Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, The Great Depression, World War II, The Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflicts in many parts of the world.

220	CP UNITED STATES HISTORY I	Year	10 credits
221	HONORS UNITED STATES HISTORY I	Year	10 credits

\*Prerequisite: World Studies

This course provides a survey of United States history from the American Revolution through the Gilded Age. Students will study the political, social, economic, diplomatic and intellectual history of the American nation and its people. In particular, the course will emphasize themes such as social change, the Constitution, government and politics, economics, geography, science and technology, ethics and values, and conflict. Students will investigate topics such as the American Revolution, the Constitution, the rise of nationalism and sectionalism, slavery and its legacies, immigration, expansion, and the Civil War. In addition to gaining knowledge of American history, students will develop reading, writing, thinking and research skills.

230	CP UNITED STATES HISTORY II	Year	10 credits
231	HONORS UNITED STATES HISTORY II	Year	10 credits

\*Prerequisite: U.S. History I

This course provides a survey of United States history from the Spanish-American War to the present. Students will study the political, social, economic, diplomatic and intellectual history of the American nation and its people. In particular, the course will emphasize themes such as social change, the Constitution, government and politics, economics, geography, science and technology, ethics, values, and conflict. Students will investigate topics such as imperialism, global conflicts, social movements, economic trends, and immigration. In addition to gaining knowledge of American history, students will further develop reading, writing thinking and research skills.

250	AP UNITED STATES HISTORY	Year	10 credits
-----	--------------------------	------	------------

\*Prerequisite: U.S. History I (Advanced) B- or better

Advanced Placement United States History is a challenging class designed to be the equivalent of an introductory college course. The course offers a survey of American history from pre-colonial times to the present. Students will be expected to read college level historical material analytically, weigh historical evidence and interpretations, and to reach conclusions based on

informed judgment. Stressing extensive work in the areas of research and writing, this course will culminate with students taking Advanced Placement Examination in American history. Upon acceptance for AP United States History, these students will complete a summer reading list in preparation for the course. If students pass the exam, they may qualify to use this course for college credit.

240	CP AMERICAN GOVERNMENT	Semester	5 credits
241	HONORS AMERICAN GOVERNMENT	Semester	5 credits

\*Prerequisite: U.S. History I

American Government provides an introduction to the American political system, dealing with federal, state and local governments. Students will be exposed to the structure, operation and problems facing government today. Students will be expected to read, identify and analyze contemporary issues affecting government.

245	CP PSYCHOLOGY	Semester	5 credits
246	HONORS PSYCHOLOGY	Semester	5 credits

Psychology is the scientific study of behavior and mental processes. This course places special emphasis on individual behavior, human development, learning, motivation, personality, psychological disorders, and treatment.

260	SOCIOLOGY & HUMAN RELATIONSHIPS	Semester	5 credits
-----	---------------------------------	----------	-----------

Sociology is a course that seeks to study human society and social behavior. Sociologists concentrate their attention on social interaction-the ways in which people relate to one another and influence each other's behavior. The study of sociology provides students the opportunity to investigate the connection between the larger social world and their own lives.

265	CONTEMPORARY ISSUES	Semester	5 credits
-----	---------------------	----------	-----------

Contemporary Issues is designed for students who want to explore current events, including but not limited to politics, race relations, international crises, social issues and economics. Students are expected to conduct research, complete projects and maintain a news journal.

270	CP ART HISTORY	Semester	5 credits
271	HONORS ART HISTORY	Semester	5 credits

This course explores world cultures and historical events through art, including but not limited to paintings, pottery, sculptures, and architecture. Students will be introduced to Ancient Art, Medieval Art, the Italian Renaissance, Islamic Art, Neo Classicism, Romanticism, and Modern Art movements such as Surrealism. Through these movements, students will analyze art to understand the history and culture of the place and time, building and practicing visual analysis skills.

## **MATHEMATICS DEPARTMENT PHILOSOPHY**

All students can learn mathematics and acquire analytical skills that will enable them to reach logical, reasoned conclusions. The mathematics program is designed to provide a sequence of courses that meets the individual needs of our students. A visual and technological approach to the study of mathematics is stressed. Today's technological society demands that students take as much mathematics as possible.

## **MATHEMATICS DEPARTMENT CURRICULUM GOALS**

In keeping with the goals articulated in the National Council for Teachers of Mathematics curriculum and evaluation standards, all courses encourage students to:

- Learn to value mathematics
- Become confident in their ability to do mathematics
- Become mathematical problem solvers
- Learn to communicate mathematically
- Learn to reason mathematically

The Mathematics program is designed to provide a sequence of courses to meet the individual needs of all students. A visual approach to the study of Mathematics is stressed with the use of graphing calculators whenever possible. Several levels of instruction are carried out to provide regular and enrichment materials for students of varying mathematical aptitudes.

\*NOTE: Students applying for admission to Massachusetts four-year state colleges and/or universities must complete the Algebra I, Geometry, and Algebra II sequence.





311	CP ALGEBRA I	Year	10 credits
312	HONORS ALGEBRA I	Year	10 credits

Algebra I is designed to provide students with an introduction to the language and operations of Algebra, combining a traditional sequence of skills and an interactive problem solving approach. Topics covered include equations, functions, graphs, polynomials, and systems.

321	CP GEOMETRY	Year	10 credits
*Prerequisite: Algebra I or permission of department			
322	HONORS GEOMETRY	Year	10 credits
*Prerequisite: 85 in Advanced Algebra I, or 90 in Standard Algebra I (or permission of department)			

Geometry introduces basic geometric principles, including the study of theorems and postulates concerning parallel lines, triangles, polygons, congruence, similarity, formulas, and coordinate geometry. Emphasis will be on computational problems and proofs. Students will be encouraged to draw conclusions by experimentation and logical reasoning as well as employ deductive reasoning toward the solution of problems. Many problems will incorporate skills learned in Algebra I and will require knowledge of the coordinate planes.

331	CP ALGEBRA II	Year	10 credits
*Prerequisite: Algebra I and Geometry			
332	HONORS ALGEBRA II	Year	10 credits
*Prerequisite: 85 in Advanced Algebra I or 90 in Standard Algebra I AND 85 in Advanced Geometry or 90 in Standard Geometry (or permission of department)			

Algebra II develops an understanding of equations, functions, and their graphs, focusing on linear equations and inequalities; systems of equations; quadratic functions, polynomial, exponential and logarithmic functions; manipulation of variables, and trigonometry. Several problem contexts will be utilized with these topics.

341	CP TOPICS IN PRECALCULUS	Semester	5 credits
*Prerequisite: Algebra II and Geometry or permission of department			

This course is open to students who have completed the prerequisite classes in the Math sequence and who desire to gain a more complete understanding of Algebra and Trigonometry. Many of the concepts and formulas necessary for calculus will also be introduced.

342	HONORS ADVANCED TOPICS IN PRECALC	Year	10 credits
*Prerequisite: 85 in Advanced Algebra II or permission of department			

Precalculus is a rigorous study of functions, graphs and trigonometry, with an emphasis on the connections between algebraic and geometric representations of concepts. This course is designed to prepare students for college-level Calculus.

350	AP CALCULUS/AB	Year	10 credits
351	AP CALCULUS/AB (E/O Day)	Year	5 credits
*Prerequisite: 85 in Honors Pre-calculus or permission of department			
**These 2 courses MUST be taken simultaneously			

Calculus is the mathematics of motion. It includes two main branches, differentiation and integration, which are both based on the idea of a limit. Differentiation is the study of rates of change, and is used to predict values ranging from fluctuation of stock prices to the concentration of medication in the body's system over time. The process of integration includes finding areas and volumes as well as calculating accumulations over time. The AP Calculus curriculum is a rigorous, college-level study of Calculus topics and culminates with the completion of the AP Calculus exam in May.

## **SCIENCE DEPARTMENT PHILOSOPHY**

The science program at Gateway Regional High School endeavors to develop desirable attitudes toward science and an understanding of the role of science and technology in daily life.

## **SCIENCE DEPARTMENT CURRICULUM GOALS**

The Science Department offers a program designed to provide students with the fundamental background necessary to understand their environment and the Earth. Specifically the goals of the department are to:

- Introduce the concepts, laws and processes, which are the foundations of the physical and biological sciences.
- Introduce each student to the scientific method, its application, and the importance of reasoning skills and critical thinking.
- Show students how scientific knowledge applies to everyday life; integrate scientific knowledge with everyday applications
- Explain to students how scientific and technological developments have social and environmental implications

The major objectives for each course within the department are to:

- Address the major topics in the Massachusetts Curriculum frameworks
- Demonstrate basic laws, concepts and processes in nature
- Emphasize laboratory experiences for the purpose of inquiry, confirmation and discovery
- Provide opportunities for individual student growth through research, application of the scientific method and the exercise of reasoning
- Provide experiences in collecting, organizing, analyzing and interpreting data

It is recommended that students elect at least one course from each of the following areas of concentration in science:

- Biological Sciences
- Physical Sciences

Courses have been structured to provide a logical progression from one to the other in terms of content and skill development.

## BIOLOGICAL SCIENCE COURSES

410INTRO. TO SCIENCE, TECH. AND ENGINEERING                      Year                      10 credits

\*Available to freshmen only

Introduction to Science, Technology and Engineering is designed to prepare students for the MCAS and introduce them to the range of skills and opportunities available in the field of technology. Students will increase their awareness and develop skills in the areas of communication, construction, manufacturing, transportation and power. Students will have the opportunity to explore different career paths that are open to them in many technology-related professions.

420                      CP BIOLOGY    Year                      10 credits

\*Prerequisite: Intro. to Science, Technology and Engineering or a B or better in 8<sup>th</sup> grade Algebra I

CP Biology is an integrated science course designed to prepare students for the MCAS tests and further study in the biological sciences. Emphasis is placed on introductory ecology, the chemistry of life, cellular biology, genetics and heredity, DNA, evolution, and human systems. Students will be expected to participate in laboratory activities, work cooperatively, complete in-depth guides, take lecture notes, and participate in discussions. Students will also be expected to apply critical thinking skills in classroom and laboratory situations.

421                      HONORS BIOLOGY/  
INTRODUCTION TO CELL FUNCTIONS                      Year                      10 credits

\*Prerequisite: Honors Math & Honors English in 9<sup>th</sup> grade, A average in 8<sup>th</sup> grade Algebra I, or permission of instructor

This course is designed as an introduction to the fundamental biological concepts required for those students who wish to pursue a study in biotechnology. Laboratory investigations and class discussions will include a comprehensive study of organic chemistry, cellular biology, nucleic acids, genetics, viruses, and bacteria. The course will focus on the anatomy, physiology and genetics of eukaryotic and prokaryotic cells and viruses. Laboratory studies will acquaint students with biological principles and techniques, including manipulation and control of microbes. Laboratory work is an essential part of the course and will involve the student in both independent and cooperative learning activities.

460 ECOLOGY Semester 5 credits  
\*Prerequisite: Biology

In Ecology students will learn to recognize the unifying themes that integrate the major topics of modern environmental ecology: food webs, Earth's layers, major biomes, major environmental issues (acid deposition, deforestation, ozone depletion...), and conservation. Students will gain personal experience in scientific inquiry and appreciation of science process. The course emphasizes experimentation and offers students the opportunity to learn problem solving, the methods and techniques of scientific research; and the access and use of scientific literature.

461 FORENSICS Semester 5 credits  
\*Prerequisite: Algebra II and Biology or Chemistry;  
Open to Juniors and Seniors Only

This is a one semester biochemical inquiry based laboratory course. This is a course that will challenge students with topics such as fingerprinting, DNA analysis, blood typing and spattering, entomology, comparative anatomy and chemical analysis of drugs, poisons and trace evidence.

465 ANATOMY AND PHYSIOLOGY Semester 5 credits  
(HONORS LEVEL)

\*Prerequisite: Honors Biology/Introduction to Cell Functions or permission of instructor;  
Open to Juniors and Seniors only with recommendation of instructor

466 ANATOMY AND PHYSIOLOGY II Semester 5 credits  
(HONORS LEVEL)

\*Prerequisite: Anatomy and Physiology  
Open to Juniors and Seniors only with recommendation of instructor

Anatomy and Physiology includes a study of the human body systems through the use of dissection. Focus will be on the study of cells and tissues, the skeletal, muscular and nervous systems– the eyes and ears.

470 BIOTECHNOLOGY (HONORS LEVEL) Semester 5 credits

\*Prerequisite: Introduction to Cell Functions/Honors Biology or permission of instructor;  
Open to Juniors and Seniors only and Sophomores with permission of instructor

471 BIOTECHNOLOGY II (HONORS LEVEL) Semester 5 credits

\*Prerequisite: Biotechnology  
Open to Juniors and Seniors only and Sophomores with permission of instructor

This is a lab-oriented course designed to introduce students to the basic techniques and terminology used in biotechnology. Discussion topics covered include the history of biotechnology, genes and gene expression, genetic engineering, the principles and applications of biotechnology, and the management of DNA manipulation. Laboratory work, along with outside reading, computer programs, and the internet will all be an integral part of the course and will be used to reinforce the concepts presented in the classroom. Students who take this course are expected to be active participants in the classroom and should be capable of independent work.

## PHYSICAL SCIENCE COURSES

430 CP CHEMISTRY Year 10 credits

\*Prerequisite: With a B in Algebra I or Permission of Instructor

CP Chemistry will give the student a solid foundation in the principles and concepts of chemistry including: atomic theory, energy levels and orbitals, the periodic table, bonding, balancing equations, common gases, gas laws, acids and bases and the chemistry of carbon compounds. There will be a laboratory activity each week that reflects the concepts being studied.

431 HONORS CHEMISTRY Year 10 credits

\*Prerequisite: Honors Algebra I or Permission of Instructor

Honors Chemistry is a challenging in-depth study of chemistry. Emphasis is placed on problem solving, critical thinking skills, and preparing students for college-level study in chemistry and biology. Students planning on enrolling in **Advanced Placement Chemistry** must have successfully completed **Honors** Chemistry.

455 AP CHEMISTRY Year 10 credits

\*Prerequisite: A in Honors Chemistry or recommendation of department

The Advanced Placement Chemistry course is designed to be the equivalent of the General Chemistry course usually taken during the first college year. Many colleges grant advanced standing and/or college credit for good AP exam scores. This course is recommended for students who plan to major in medicine, physical therapy, pharmacy, natural and physical sciences, environmental science, physical education and any course of study that requires further study in chemistry. The class is organized on a study group format, which is student centered and inquiry based. We will be following the designated curriculum established by the College Board. Appropriate labs using modern equipment will be an integral part of the course.

440 CP PHYSICS Year 10 credits

\*Prerequisite: Algebra I

441 HONORS PHYSICS Year 10 credits

\*Prerequisite: Algebra II or permission of the department

CP Physics covers topics in the areas of force and motion, heat and thermal effects, sound, light and optics, electricity and electronics. The application of these topics to modern day problems will be explored.

Honors Physics covers the same topics as the standard course but will require more in-depth analysis and independent work. Additional topics to be covered include mechanics and nuclear physics.

450	AP PHYSICS I	Semester	5 credits
451	AP PHYSICS I LAB	Semester	5 credits

\*Prerequisite: Pre-Calculus or recommendation of the department

\*\*These 2 courses MUST be taken simultaneously

452	AP PHYSICS II	Semester	5 credits
453	AP PHYSICS II LAB	Semester	5 credits

\*Prerequisite: Pre-Calculus or recommendation of the department

\*\*These 2 courses MUST be taken simultaneously

Advanced Placement Physics (now offered in two parts- students may take one or both parts but must take accompanying Lab course simultaneously) is designed to be the equivalent of the General Physics course usually taken during the first college year. Many colleges grant advanced standing and/or college credit for good AP exam scores. These courses are recommended for students who plan to major in science or engineering in college. The classes are organized on a study group format, which is student centered and inquiry-based. We will be following the designated curriculum established by the College Board. Appropriate labs using modern equipment will be an integral part of the course.

## DEPARTMENT OF WORLD LANGUAGES PHILOSOPHY

Through the study of a second language, students gain awareness of other cultures. As students' acquisition of language increases, they should be able to discover themselves as vital members of our world community. Additionally, students enrolled in a second language perform creative tasks by recombining memorized material into limitless situations based on the rules of grammar to reach the ultimate goal of proficiency. Second language acquisition is a higher-order thinking skill that most colleges require for admittance. This process increases understanding of one's first language, improves overall language ability and fosters the problem solving process.

## DEPARTMENT OF WORLD LANGUAGES CURRICULUM GOALS

The study of world languages encompasses five general areas: communication, cultures, comparisons, connections, and communities. From within these areas of study emerge our curricular goals, which are aligned with the state and national standards for foreign language learning.

### Communications

**Interpersonal:** Students will converse in the target language to provide and obtain information, express feelings and emotions, and to exchange opinions.

**Interpretive:** Students will understand and interpret ideas and information, written or spoken in the target language.

**Presentational:** Students will write and speak in the target language to present information, concepts, and ideas on a variety of topics.

### Cultures

Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture(s) studies, including human commonalities as reflected in history, literature, and the visual and performing arts.

### Comparisons

**Linguistic:** Students will demonstrate an understanding of the nature of language through comparison of the target language with their own.

**Cultural:** Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own.

### Connections

Students will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.

### Communities

Students will use the target language within and beyond the school setting. For example, the target language may be used as a social and academic point of departure in school, as well as a business or community service skill beyond the classroom.



## WORLD LANGUAGES COURSES

510	CP SPANISH I	Year	10 credits
511	HONORS SPANISH I*	Year	10 credits

\*Prerequisite: Enrollment in or successful completion of Honors English I or recommendation by 8<sup>th</sup> grade Spanish I teacher or 8<sup>th</sup> grade English teacher.

Spanish I is the introductory course for the Spanish language. Students will be introduced to Spanish vocabulary and grammar. Students will learn to read, write, speak and understand basic Spanish language. Students will be introduced to Spanish culture by doing research and presentations, viewing media (DVDs or videos) and by working with the Spanish textbook Avancemos I.

520	CP SPANISH II	Year	10 credits
521	HONORS SPANISH II	Year	10 credits

\*Prerequisite: Spanish I

Spanish II is the intermediate course in the study of the Spanish language and culture. The course continues to build speaking, listening, reading and writing skills necessary to perform in a second language. The focus will be on the use of Spanish as a means of communication by involving students in situational contexts and by using the textbook Avancemos II.

531	HONORS SPANISH III	Year	10 credits
-----	--------------------	------	------------

\*Prerequisite: Minimum grade of 75 in Spanish II, permission of instructor.

Spanish III reviews grammar and expands vocabulary thus allowing students to strengthen and enhance mastery of the language. Students will use selected readings, guided compositions, DVDs, tapes and videos to improve fluency in all areas of expression.

541	HONORS SPANISH IV	Year	10 credits
-----	-------------------	------	------------

\*Prerequisite: Minimum grade of 75 in Spanish III, permission of instructor

Spanish IV continues to develop the language skills of reading, writing, speaking and listening. A variety of resources are used to help students improve grammatical precision and pronunciation, reading and writing skills and cultural awareness building on previous coursework.

## PERFORMING ARTS DEPARTMENT PHILOSOPHY

We believe that music is fundamental to the educational development of the students of Gateway Regional High School. Students should be provided with the opportunity to:

- Participate in the nature of the creative process.
- Learn the importance of the discipline of music in shaping and reflecting historical and cultural heritage.
- Explore and express ideas, feelings, and beliefs in creating and performing music.
- Develop and acquire essential skills and literacy unique to music.
- Involve imaginative, reflective, and critical thinking skills in creating and responding to music.

## PERFORMING ARTS DEPARTMENT CURRICULUM GOALS

**Singing:** Students, alone and with others, will sing a varied repertoire of music.

**Reading and Notation:** Students will read music written in standard notation.

**Playing Instruments:** Students will play instruments, alone and with others, to perform a varied repertoire of music.

**Improvisation and Composition:** Students will improvise, compose, and arrange music.

**Critical Response:** Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

**Purposes and Meaning in the Arts:** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

**Roles of Artists in Communities:** Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

**Concepts of Style, Stylistic, Influence and Stylistic Change:** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

**Inventions, Technologies, and the Arts:** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

**Interdisciplinary Connections:** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

## PERFORMING ARTS COURSES

600                    CONCERT BAND (E/O Day)                    Year                    5 credits  
 \*Prerequisite: Must know how to read music and have playing experience on instrument

The Concert Band is the main ensemble in the instrumental music program. The band's repertoire consists of quality original works for band and the best in orchestral transcriptions. Members are auditioned each year by the director and seated to meet the needs of the ensemble. The ensemble performs a regular concert schedule, which provides a number of performing opportunities throughout the school year. Each member of the concert band is also a member of the marching band. Participation in all performances is mandatory to receive full credit. (In addition to large ensemble work, students will have the opportunity to volunteer to play in various chamber ensembles once a week after school).

602                    JAZZ BAND (E/O Day)                    Year                    5 credits  
 \*Prerequisite: Successful audition and selection by band director, must know how to read music and have playing experience on instrument

The Jazz Band is an integral part of the overall music program. A serious effort is made to promote the growth and performance of jazz and related styles of music. The Jazz Band performs a regular concert series throughout the school year. Students also have the opportunity to work and perform with guest artists and clinicians. Participation in all performances is mandatory to receive full credit.

604                    CONCERT CHOIR (E/O Day)                    Year                    5 credits

Concert Choir is the main musical ensemble of the vocal program. The emphasis is on advancing student vocal abilities, creating a well-trained vocal ensemble and performing a wide variety of choral repertoire. The Concert Choir performs a regular concert schedule throughout the school year. Attendance at all performances is required in order to receive full credit.

606                    SHOW CHOIR (E/O Day)                    Year                    5 credits  
 \*Prerequisite: Successful audition and selection by choir director

Show Choir combines vocal and dance skills of its members. The group performs a regular concert program in addition to performances in area community events. Various styles of popular music make up the repertoire of the Show Choir. Students in Show Choir also combine with the Concert Choir in all regularly scheduled concerts throughout the school year. Attendance at all rehearsals and performances is required in order to receive full credit.

## **VISUAL ARTS DEPARTMENT PHILOSOPHY**

The art program at Gateway Regional High School has multiple goals. It is designed to: give students the opportunity to develop their creativity through art studio explorations, help all students develop an awareness and understanding of the arts, explore possible career path in design and fine arts, and prepare the serious art student for entry into a college or art school program. The visual arts program provides a balanced art curriculum based on the elements and principles of design. Students are encouraged to observe their world, research, develop original ideas, solve problems, and develop interdisciplinary connections. Students will become aware of the arts of different cultures, and create visual statements. Studio work requires students to make choices, develop an understanding of their work and the works of others, and to use evaluative techniques judiciously. Following the introductory Art Foundations class, students may elect a combination of semester courses emphasizing artistic applications in different areas.

## **VISUAL ARTS DEPARTMENT CURRICULUM GOALS**

Upon successful completion of their courses in the Visual Arts, students will be able to:

- Demonstrate knowledge of the media, materials, and techniques unique to the visual arts
- Demonstrate knowledge of the elements and principles of design
- Demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques
- Demonstrate knowledge of processes of creating and exhibiting artwork; drafts, critique, self-assessment, refinement, and exhibition preparation
- Describe and analyze their own work and that of others using appropriate visual arts vocabulary. When appropriate students will connect their analysis to interpretation and evaluation
- Describe the purpose for which works of visual arts and architecture were and are created, and, when appropriate, interpret their meanings.
- Describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present
- Demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where artworks were created, and by analyzing characteristic features of artworks from various historical periods, cultures, and genres
- Describe and analyze how visual artists use and have used materials, inventions, and technologies in their work
- Apply their knowledge of English language arts, world languages, health, history and social sciences, mathematics, and science and technology/engineering to the study of arts

## VISUAL ART COURSES

610(611)      ART FOUNDATIONS (E/O DAY)      Semester      5(2.5) credits

Art Foundations is the introductory course for students wishing to take additional courses in the Art Department. This course provides students with the basic foundation of the elements and principles of art and an introduction to the various art media they may pursue in intermediate and advanced courses.

620(621)      SCULPTURE (E/O DAY)      Semester      5(2.5) credits  
\*Prerequisite: Art Foundations

Sculpture is an in-depth study of sculpture and 3-D design both as utilitarian object and form of expression. For the students who have successfully completed Art Foundations this is a continuing exploration of form, space, and line through the construction and physical manipulation of materials to express ideas in both abstract and representational projects. Clay sculpture provides students with an introduction to clay construction through form and function. Students will concentrate on exploring and expressing themselves in the processes of hand building both sculptural functional works. The course will include the study of historical and traditional building techniques, contemporary design trends, glazing and decoration techniques and use of ceramic equipment.

630(633)      PAINTING (E/O DAY)      Semester      5(2.5) credits  
\*Prerequisite: Art Foundations

Introduces students to painting methods, color theory, drawing and composition as developed and demonstrated by various art movements and painting masters throughout the history of art. The principles of art will be translated into applied techniques and students will be encouraged to individually interpret these principles and demonstrate personal expression in their work.

631(632)      DRAWING (E/O DAY)      Semester      5(2.5) credits  
\*Prerequisite: Art Foundations

Drawing concentrates on the development of basic drawing skills and techniques and the ability to “see”. Students will explore the use of pencil, charcoal, pastel and ink as they study the figure, still-life, landscape and portraiture by direct observation and personal interpretation. Observational and conceptual exercises will explore the broad vocabulary of technique and materials involved in the drawn image.

635(636)      GRAPHIC ARTS (E/O DAY)      Semester      5(2.5) credits  
\*Prerequisite Art Foundations or Permission of Instructor

This course is an introduction to the visual language of graphic design for effective, professional communication in our visually oriented society. Students will study the historical development of visual communication and develop design skills using traditional media along with contemporary electronic media – the computer, scanner and digital camera. Students will be introduced to Photoshop, Pagemaker and Illustrator to create various posters, products and visual material. Basic web design fundamentals such as HTML code as well as the creation and publication of a web site will also be covered. **\*This class is limited to 20 students.**

640(642) DIGITAL PHOTOGRAPHY (E/O DAY) Semester 5(2.5) credits  
\*Prerequisite Art Foundations and Graphics Arts

Digital Photography is an introduction to digital cameras and the various types of photography available with this technology. Students will learn how to use multiple camera settings, incorporate the elements and principles of art into photos and manipulate and enhance images using Adobe Photoshop. Students will explore the history of photography and see how photos are currently used in media and advertising. Some experience in basic photography is helpful but not required.

**\*This class is limited to 10 students.**

641(643) INTRODUCTION TO ANIMATION (E/O DAY) Semester 5(2.5) credits  
\*Prerequisite Art Foundations and Graphic Arts

In this course, students will learn how to use digital cameras, video cameras, and editing software. Students will create storyboards and scripts that will be used to produce short animated films, stop motion videos, clay animation and live-action films. Additionally, students will view a large collection of animations in order to develop an understanding of the development of animation from the early 1900s through to current productions.

645(646) THE ART OF CRAFT (E/O DAY) Semester 5(2.5) credits  
\*Prerequisite Open to juniors and seniors ONLY

The Art of Craft is a hands-on course giving students a chance to explore various crafts and create a wide range of functional products. Students will be given the opportunity to develop skills in a variety of craft techniques while referencing historical contexts and connections to today's society. Topics will include products created from recycled and 'up-cycled' materials, however, the focus of the course will be fiber crafts with an emphasis on sewing. Art and craft will intertwine to create work that is both visually appealing and functional.

680 ADVANCED STUDIO ART Semester 5 credits  
\*Prerequisite Art Foundations

Advanced Studio Art is a 1/2 year course designed for further exploration of the Visual Arts. Through various assignments and projects, students will enhance their art-making practices and techniques and delve deeper into topics that were touched upon in Art Foundations. Students will work with pencil, pen, marker, colored pencil, mixed media, collage, and watercolor. In addition to the weekly assignments and projects, students will keep an art journal/sketchbook. Gained knowledge of Art History, contemporary topics, visual literacy, and communication will be displayed in student work.

685 ADVANCED DIGITAL ART Semester 5 credits  
\*Prerequisite Art Foundations

Advanced Digital Art is a 1/2 year course designed for further exploration of digital art media. Through a wide variety of projects, students will deepen their understanding of visual communication in a digital era and will continue to develop skills in digital media. Students will be exposed to a variety of topics, including aspects of graphic arts, digital photography, and animation while working with web-based design tools and readily accessible technology.

615(616)      INTRO. TO VIDEO PRODUCTION (E/O DAY)      Semester      5(2.5) credits

This course is designed to expose the student to different types of reporting and video/photojournalism techniques. Students find a niche and discover breaking news within their domain, write the story, and deliver their report in a broadcast that is viewed by the district and is also posted on you-tube.

625(626)      VIDEO PRODUCTION II (E/O DAY)      Semester      5(2.5) credits  
\*Prerequisite      Completion of Introduction to Video Production

### **INDUSTRIAL TECHNOLOGY COURSES**

617(618)      INTRO. TO WOOD TECHNOLOGY (E/O DAY)      Semester      5(2.5) credits

An introductory hands-on course designed to instruct the basic skills needed to construct small items and to allow students the opportunity to learn about the fabrication of wood products associated with basic cabinetry and furniture construction. Through experienced-based activities, students develop understanding of mathematics and science concepts, engineering design process, entrepreneurship and career opportunities. Utilizing group activities and individual projects, students will become familiar with the proper use of hand tools, as well as stationary and portable woodworking machines. Emphasis will be placed on safety, proper procedures and critical thinking skills.

627(628)      WOOD TECHNOLOGY II (E/O DAY)      Semester      5(2.5) credits  
\*Prerequisite      Completion of Introduction to Wood Technology

637(638)      WOOD TECHNOLOGY III (E/O DAY)      Semester      5(2.5) credits  
\*Prerequisite      Completion of Introduction to Wood Technology & Wood Technology

## **PHYSICAL EDUCATION / HEALTH EDUCATION DEPARTMENT PHILOSOPHY**

Physical Education at Gateway Regional High School is designed to present opportunities for physical, mental, social, and emotional growth within a safe and healthy environment. Through the sequential progression of fundamental movement and fitness concepts, students acquire the skills, knowledge, and attitudes necessary to engage in lifelong physical activity that promotes, fosters and maintains an active healthy lifestyle. As part of the commitment to health and wellness of all students, the school requires all students to take a health class as part of the Physical Education requirement.

Health is the state of total physical, mental, and social wellness, which permeates every aspect of human development. The health program at Gateway Regional High School focuses on the student and the interrelationship of his/her level of wellness and the development of lifelong attitudes and habits. Through an active and personal learning process, students move from concrete thinking to abstract thinking ability by acquiring: knowledge an understanding of the decision-making process, and gaining the confidence they need to take responsibility for their own health.

### **PHYSICAL EDUCATION CURRICULUM GOALS**

- To offer lifetime/leisure skills.
- To encourage physical fitness activities.
- To expand cognitive learning.
- To enhance communication skills; social and mental.
- To promote teamwork, cooperation and sportsmanship.
- To expand the physical education theory and practice by teaching values, rules and safety practices.

### **HEALTH EDUCATION CURRICULUM GOALS**

- To make students aware of health issues.
- To present factual and up-to-date information.
- To provide students with the opportunity to question and challenge attitudes and behaviors.
- To stress the importance of understanding both the positive and negative issues of health.
- To acquire good decision-making skills.
- To provide information necessary to improve the quality of life.
- To develop effective communication skills.
- To cooperate with and respect others.



## PHYSICAL/HEALTH EDUCATION COURSES

710	HEALTH	Semester	5 credits
711	HEALTH (E/O Day)	Semester	2.5 credits

**\*All Students are required to take Health Education as a criterion for graduation.**

Health Education is a comprehensive program of “interrelated components” emphasizing all aspects of modern health. The three major areas of concentration – physical, emotional, and social well-being will be structured on the concept that responsible decision making depends upon a person’s knowledge of basic facts. The basic health units are Personal and Physical Health, Emotional and Social Health, Personal Safety and Community and Environmental Health.

720	PHYSICAL EDUCATION	Semester	5 credits
721	PHYSICAL EDUCATION (E/O Day)	Semester	2.5 credits

**\*All students must take a P.E. course each year of their high school education.**

**\*\*After meeting graduation requirements, students may take one additional class P.E. class, and can only be scheduled for a maximum of one P.E. course per day unless approved by admin.**

The Physical Education program at Gateway Regional High School consists of a wide variety of activities, which are available to all students. All courses are designed to present opportunities for physical, mental, social and emotional growth. Both individual and team activities are offered in season. The entire program strives to develop positive behavior, leadership, fitness, self-improvement, sportsmanship and enjoyment.

Because the Physical Education program realizes that participation in any physical activity can have inherent risk, the school stresses and will enforce the following regulation:

Any unauthorized use of physical education equipment or use of gymnastic equipment without proper supervision may result in the immediate removal of a student from the physical education class and referral to the office for disciplinary action.

730	FITNESS FOR LIFE	Semester	5 credits
731	FITNESS FOR LIFE (E/O Day)	Semester	2.5 credits

**\*All students must take a P.E. course in each year of their high school education.**

**\*After meeting graduation requirements, students may take one additional class P.E. class.**

The one thing you will have your entire life, no matter what, is your body. Why not learn how to take care of it? Fit for life is a class where you will learn methods of taking care of your physical fitness as you progress into adulthood. Classes will include time in the Wellness Center, instruction in "Life Sports," and use of our outdoor facilities.

## PHYSICAL EDUCATION WAIVERS

The state of Massachusetts requires all students to take Physical Education credits in each year of high school (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section3>). However, to support students in pursuing a program of studies in line with their college/career aspirations, the following waiver options are available for up to 5 credits (25 P.E. credits are required to graduate):

1. Participation in Junior Varsity/Varsity athletics at Gateway Regional High School
  - At least 75 hours over the course of the season to earn 5 P.E. credits
  - At least 37.5 hours over the course of the season to earn 2.5 P.E. credits
2. Participation in an organized out-of-school athletic activity such as dance, gymnastics, hockey or other aerobic activity. Such activity must meet a minimum of:
  - 75 hours over the course of a year to earn 5 P.E. credits
  - 37.5 hours over the course of a year to earn 2.5 P.E. credits

In each case students must complete an official waiver request form (available in Guidance) to be signed by the student, parent, guidance counselor, principal, and coach/instructor/supervisor.

## WELDING PROGRAM

The Welding program is a Chapter 74 vocational education program that prepares students for a career in Metal Fabrication and Welding. Students are required to take Metals Technology as a prerequisite to the more advanced welding courses. Students must complete as many hours in the Welding courses as necessary to demonstrate a number of specific competencies. Students in the Welding Program accumulate hours required to attain entry into an outside of school program, thus affording them the opportunity to earn state certification. Students who receive state certification will be eligible for a number of different jobs in the Welding and Metal Fabrication industry. Students enrolled in the Welding Program are eligible to take a reduced course load in other subject areas in order to complete the requirements of the Welding Program. (see Ch 74 graduation requirements on page 3).

810(812)	METALS TECHNOLOGY- A (E/O DAY)	Semester	5(2.5) credits
811	METALS TECHNOLOGY- B	Semester	5 credits
*Prerequisite: Freshman standing or Permission of Instructor			

Part A of Metals Technology will introduce students to the metal working industries and their products as well as the safety procedures and protocols for the shop. Students will learn the basic fundamentals for the correct application and operation of metal working tools.

In Part B, Students will focus on areas of metalworking including sheet metal, bench and wrought metal, forging, foundry, machining of metals, welding and metal finishing. Students will then apply their acquired knowledge in a variety of projects.

821	WELDING I	Year	10 credits
822(823)	WELDING I LAB (E/O DAY)	Year	10(5) credits
*Prerequisite: Metals Technology A&B, and Algebra I or permission of instructor			
832	WELDING II	Year	10 credits
833(834)	WELDING II LAB (E/O DAY)	Year	10(5) credits
*Prerequisite: Welding I, and Algebra I or permission of instructor			

Students will utilize 2 periods per day in the Metal Fabrication/Welding program to develop several key components: hand-eye coordination, gross and fine motor skills, students ability to apply and demonstrate knowledge of safety rules appropriate for a shop environment, the ability to take care and properly use the tools of the trade, ability to measure and apply basic Math skills, know the terminology used in the trade, interpret and draw simple scaled prints or plans, and transfer ideas onto paper. Students will be instructed in the various types and methods of welding (oxyacetylene, SMAW, GMAW, and GTAW and Plasma Cam) and will become proficient in fabricating and fitting metal components of projects to be welded. Students will devote time to all areas of welding and related processes and technology.

Students will be evaluated in accordance with their individual capabilities in the areas of skill, competency, motivation, participation, responsibility, attitude, cooperation and other criteria with safety being the primary consideration in the shop environment. There will be written tests on measurements, plans and welding theory using AWS standards. Stress and destructive tests will be used on selective coupons.

830(831) WELDING CO-OP (E/O Day) Semester 5(2.5) Credits  
\*Prerequisite: Successful completion of all course requirements of the Welding program.

## EARLY EDUCATION & CARE PROGRAM

The Chapter 74 Early Education and Care (EEC) Program prepares students for a career in early education and related fields. Students are required to take Intro to Early Education and Care in their freshman year as a prerequisite to the upper level courses. Work study/internship/co-op are necessary to acquire the hours required to apply for an EEC Professional Qualifications Certificate as a preschool teacher upon graduation. Students graduating from this program are prepared for a variety of potential pathways to careers and further study at the Associates or Bachelors degree level. Students enrolled in the EEC Program are eligible to take a reduced course load in other subject areas in order to complete the requirements of the program (see Chapter 74 graduation requirements on page 3).

The following is a basic outline of what to expect in the four years of this program:

- **9th Grade:** Introduction to child growth and development, guiding children's health and safety, family studies, exploring the role of the early childhood teacher, investigate career opportunities.
- **10th Grade:** Types and importance of play, maintaining a safe environment for children, developing interpersonal skills to work with children, planning developmentally appropriate children's activities, home-school partnerships, participation in on-site laboratory child care center, CPR and First-Aid Certification.
- **11th Grade:** Introduction to Special Education, assessments, child abuse, prenatal and infant/toddler development, participation in on-site laboratory childcare center, participation in community based early childhood internships. OSHA 10 certification.
- **12th Grade:** Employability, Entrepreneurship, professional portfolio, industry based Strong Smart trainings, participation in community based early childhood internship, CPR and First-Aid Recertification

815(817) INTRO TO EARLY EDUC AND CARE- A (E/O Day) Semester 5(2.5) credits

816 INTRO TO EARLY EDUCATION AND CARE- B Semester 5 credits

\*Prerequisite: Freshman standing or Permission of Instructor

Part A is a semester course. An introduction to child growth and development and early education.

Part B is for those students wishing to continue in the EEC program. It is a semester course including and in depth study of child growth and development and exploring the role of the early childhood teacher.

825 EARLY EDUCATION AND CARE I Year 10 credits  
 826(827) EARLY EDUCATION AND CARE I LAB (E/O DAY) Year 10(5) credits  
 \*Prerequisite: Intro to Early Education & Care; Sophomore standing or Permission of Instructor

This full year course continues the study of child development and early education. Topics include Types and importance of play, maintaining a safe environment for children, developing interpersonal skills to work with children, planning developmentally appropriate children's activities, home-school partnerships, CPR and First-Aid Certification.

\*To take Early Education and Care II, students must earn a passing grade in this course.

835 EARLY EDUCATION AND CARE II Year 10 credits  
 836(837) EARLY EDUCATION AND CARE II LAB (E/O DAY) Year 10(5) credits  
 \*Prerequisite: Early Education & Care I; Junior standing or Permission of Instructor

This full year course utilizes 2 periods per day and includes assessments, special education, child abuse and neglect and prenatal and infant/toddler development. Students spend significant time in the on site laboratory preschool working with 2.9 to 5.0 year old children, where they are responsible for structured observations of preschool children, and for creating developmentally appropriate curriculum and implementing activities in the classroom.

\*To take Early Education and Care III, students must earn a passing grade in this course.

845 EARLY EDUCATION AND CARE III Year 10 Credits  
 846(847) EEC CO-OP (E/O Day) Semester 5(2.5) Credits  
 \*Prerequisite: Early Education & Care II; Senior standing or Permission of Instructor

This full year course combination utilizes 2 periods per day and includes Employability and Entrepreneurship. Students will create a professional portfolio, and complete industry standard Strong Smart trainings and First Aid and CPR recertification.

Students will also participate in a student teaching experience at a community childcare center or public school to promote a further understanding of the physical, social, emotional and intellectual development of the child from birth to age 7. This experience will enable the student to apply knowledge and skills learned in the classroom. Students are placed in centers and classrooms based on their future career goals. They develop and implement lesson plans, conduct observations of children and create a professional portfolio highlighting their accomplishments.

Students in an EEC CO-OP will utilize the equivalent of up to 2 periods per day at community child care centers to promote a further understanding of the physical, social, emotional and intellectual development of the child from birth to age 5. This experience will enable the student to apply knowledge and skills learned in the classroom. Students are placed in centers and classrooms based on their future career goals. They develop and implement lesson plans, conduct observations of children and create a professional portfolio highlighting their accomplishments.

## **SPECIAL EDUCATION SERVICES**

Gateway Regional High School provides a variety of programmatic supports and services for students with disabilities who are on Individual Education Plans (IEP). The district subscribes to the philosophy that students with disabilities should be educated in the least restrictive setting for their individual needs. The services available to students range from full inclusion in the general education setting to substantially separate classes for students who require essential life skills and vocational training.

## **SPECIAL EDUCATION COURSES**

900	ACADEMIC SUPPORT	Semester	5 credits
901	ACACEMIC SUPPORT (E/O Day)	Semester	2.5 credits

The special education staff provides instructional support to students in academic support classes. This support can take the form of tutorial help in specific subjects, general assistance with study skills and organization and supervising student tests or quizzes. Special education staff also maintains contact with regular education teachers to monitor the academic progress of students receiving academic support services. Students are eligible to receive academic credit for academic support.

910	BASIC ENGLISH I	Year	10 credits
-----	-----------------	------	------------

Students are placed in this class as a result of the IEP team determining that that pull out ELA instruction is needed. This course emphasizes vocabulary, development of thinking skills, grammar and a focus on reading and writing skills. Students will read, discuss and analyze various examples of literature including the short story, novel, drama and non-fiction.

920	BASIC ENGLISH II	Year	10 credits
-----	------------------	------	------------

Students are placed in this class as a result of the IEP team determining that that pull out ELA instruction is needed. This course continues to reinforce the skills introduced in Basic English I. Areas of study will include vocabulary development, grammar, writing, and critical thinking skills. Additionally, students will study the various genres of literature and continue to focus on the literary analysis. MCAS preparation will be incorporated during the year as well to familiarize tenth graders with the test.

930                    BASIC ENGLISH III                    Year    10 credits

Students are placed in this class as a result of the IEP team determining that that pull out ELA instruction is needed. This course continues to reinforce skills introduced in Basic English II as well as to develop and strengthen critical thinking skills. The course will focus on American literature with the continued development of vocabulary and grammar skills. The writing portion of the course will continue to prepare students for MCAS Retest, EPP exams, as well as junior year expository and persuasive writing.

940                    BASIC ENGLISH IV                    Year    10 credits

Students are placed in this class as a result of the IEP team determining that that pull out ELA instruction is needed. This course continues to reinforce skills introduced in Basic English III. The course is designed to provide extended development of English usage and problems with writing mechanics. The literature portion will focus on reading classic novels and analysis of the novels based upon the terms of literature. Students will continue to develop their reading and writing skills in preparation for the MCAS Retest, EPP Exams, continued education or the business world.

915                    BASIC INTEGRATED MATHEMATICS I                    Year            10 credits

\*Prerequisite: None

Students are placed in this class as a result of the IEP team determining that that pull out math instruction is needed. This course provides an integrated approach to the study of Algebra and Geometry including a thorough review of basic math skills. There will also be an emphasis on preparing for the Math portion of the MCAS test.

925                    BASIC INTEGRATED MATHEMATICS II                    Year            10 credits

\*Prerequisite: Basic Integrated Mathematics I

Students are placed in this class as a result of the IEP team determining that that pull out math instruction is needed. This second course in the Integrated Math sequence continues to combine the teaching of algebraic and geometric concepts in an effort to prepare students for the MCAS tests.

935                    BASIC INTEGRATED MATHEMATICS III                    Year            10 credits

\*Prerequisite: Basic Integrated Mathematics II

Students are placed in this class as a result of the IEP team determining that that pull out math instruction is needed. This third course in the Integrated Math sequence provides review and practice on algebraic and geometric concepts in an effort to strengthen students' mathematical proficiency.

## DEVELOPMENTAL LEARNING PROGRAM

The Developmental Learning Program is designed specifically to encourage independence and autonomy for students who perform significantly below grade level in all areas and who need a nontraditional, life skills based program to succeed. The program uses a life skills curriculum that challenges each student to reach their potential in school, at home, at work, and in the community, and provides an opportunity for students to acquire these skills at a pace appropriate to their individual needs.

The goal of the program is to teach the skills needed to achieve self-sufficiency: functional academics, personal information, self-care, meal preparation and kitchen equipment, nutrition, housekeeping, social interactions and leisure time, career awareness and exploration, and money management and values.

Career exploration and work skills development through a blend of classroom lessons, school-based internships, and community-based experiences are an integral part of the Developmental Learning Program. These components provide opportunities for students to explore a variety of work placements helping students bridge the gap between secondary school and their future post-secondary career options.

## DEVELOPMENTAL PROGRAM COURSES

904	SOCIAL SUCCESS ACROSS THE DAY	Semester	5 credits
905	SOCIAL SUCCESS ACROSS THE DAY (E/O Day)	Semester	2.5 credits

This course focuses on understanding social rules, facilitating social interactions, communicating with others, and practicing social skills in practical and real life situations. The curriculum is aimed at helping students understand how social rules and relationships are created and communicated in verbal and nonverbal ways, and helping them learn the skills needed to realize positive relationships and avoid social difficulties.

906	FUNCTIONAL ACADEMICS	Semester	5 credits
-----	----------------------	----------	-----------

This course is designed for students who require intensive supported reading and math instruction based on functional daily needs utilizing practical, real life applications such as personal finances/money management, reading and completing employment applications, creating resumes, reading for leisure, etc. Interventions and support are based on the student's Individual Education Plan (IEP), and the specific content of the class may vary depending on the individual needs of the students enrolled during a given semester.



908 VOCATIONAL EDUCATION

Semester 5 credits

Internships and community based work activities are individualized experiences structured to meet the needs of students with significant disabilities who require the support of a job coach. These experiences are typically unpaid and provide students with real world experiences that support their employment goals and career interests. Classroom based curriculum includes lessons addressing the exploration of careers, work environments, work ethics, and job seeking skills training.

909 DAILY LIVING SKILLS

Semester 5 credits

Science Portfolio is designed for the students in the Developmental Learning Program who have cognitive learning deficits which effect reading, math, writing and understanding. This program uses hands on approach, a step-by-step presentation with reading and math supports while teaching the science concepts of the Massachusetts Curriculum Frameworks. The end result will be the Science Portfolio required for 10<sup>th</sup> graders.

## ADDITIONAL OPPORTUNITIES

### **DIRECTED/INDEPENDENT STUDY**

030	DIRECTED STUDY	Semester	5 credits
031	DIRECTED STUDY (E/O Day)	Semester	2.5 credits

**\*Students can only be scheduled for a maximum of one Directed Study per day unless approved by administration.**

Directed/Independent Study is a highly flexible option allowing for remediation and enrichment opportunities. Though there are sections scheduled to be teacher supervised for all grade levels, this experience could also be directed by a student or other mentor. Pass/Fail credit will be awarded based on the completion of student-generated goals (with the assistance of guidance counselor or mentor), completion of work/tasks related to these goals, and both formative and summative self-assessment/journaling of progress on these goals. Goals could be centered on (though are not limited to):

- Freshman Seminar (guidance curriculum)
- Junior Seminar (guidance curriculum)
- ELA, Math and/or Science MCAS remediation (9<sup>th</sup> & 10<sup>th</sup> grade)
- Educational Proficiency Plan (EPP) remediation (11<sup>th</sup> & 12<sup>th</sup> grade)
- Individualized Learning Plan (ILP) portfolio development (beginning w/ Class of 2021)
- College/career exploration project
- School leadership/service project

### **ENGLISH LANGUAGE LEARNER ACADEMIC SUPPORT**

090	EL SUPPORT (E/O Day)	Semester	2.5 credits
-----	----------------------	----------	-------------

The EL staff provides instructional support to ELs in this linguistic support class. The focus is on strategic academic language and literacy instruction within the context of the Frameworks. EL staff also maintains contact with classroom teachers to monitor the academic progress of students receiving EL services.

## SCHOOL TO CAREER PROGRAM

The School-to-Career program is part of a statewide effort to enable students to maximize their academic and occupational preparation and potential by providing career awareness, exposure, and exploration. One example is through the senior internship program where students are able to receive “on the job” training and also earn high school credit. The program also seeks to provide workplace learning experiences and career pathways leading to postsecondary education through such activities as job shadowing and exposure to guest speakers.

040	INTERNSHIP	Semester	5 credits
041	INTERNSHIP (E/O Day)	Semester	2.5 credits
049	INTERNSHIP -NC	Semester	0 credits

Internship opportunities are open to seniors who have met their course requirements for graduation and are seeking an onsite job experience in an area where they have potential career interest. The student must be in the process of exploring a potential career pathway and will be required to develop a work-based learning plan with their internship mentor. Prospective interns must have their own transportation to and from the job site, be in good academic standing, have a good attendance record, and have gone through an acceptable interview with the prospective mentor. A written agreement must be signed by the student, parent, guidance counselor, mentor and school principal prior to beginning the intern experience.

050	WORK STUDY	Semester	5 credits
059	WORK STUDY - NC	Semester	0 credits

This program allows senior students to pursue an employment opportunity that they have arranged on their own. It may or may not involve release time from school depending on the individual student’s academic standing and completion of graduation requirements. The student and their work supervisor are required to complete the work-based learning plan component, as outlined in the agreement that must be signed by the student, supervisor, parent, and school-to-career facilitator before they begin their work study. Students may receive a pass/fail grade for a work study experience.

## ONLINE LEARNING

1000                      ONLINE LEARNING                      Semester                      5 credits

The Gateway Regional School District is committed to providing its students with access to the best education possible. The emergence of distance education as a viable means of allowing students access to academic content outside the walls of the classroom is another way to continue this commitment. Students will have the opportunity to choose their courses through the online provider Edgenuity ([www.edgenuity.com](http://www.edgenuity.com)), and will work with their guidance counselor to choose an appropriate course. The student's guidance counselor and administration must approve any and all arrangements for distance education.

### Online Learning Criteria:

1. Seniors will be given priority when all other criteria have been met.
2. Students may take a course offered at GRHS but not taught due to under enrollment.
3. Students must have a minimum simple GPA of 2.5
4. The course must be taken at GRHS under staff supervision.
5. The course must be scheduled during one of the five available blocks and may not exceed the 50 yearly potential credits students can attain at GRHS.
6. Students may only take one course per semester.
7. Students may only take courses not offered at GRHS (on a space available basis).
8. All students who participate in a distance education course must agree to the standards on the course contract.
9. Students who have failed or have not completed an online course will not be permitted to enroll in a course in the future.
10. Courses will be included in the student's GPA according to the corresponding GRHS policy and grade scale.
11. Circumstances not covered in these guidelines will be addressed by guidance/administration.

## DUAL ENROLLMENT PROGRAM

2000                      DUAL ENROLLMENT                      Semester                      5 credits

This program allows seniors to enroll in local colleges and universities and receive credit on both the high school and college level (not exceeding the 50 yearly potential credits students can attain at GRHS). A transcript of grades is forwarded to Gateway at the end of each semester for inclusion into the high school record. Courses taken through dual enrollment are not included in GPA.

*NOTE: Depending on the post-secondary institution, students may need to pay the cost of all tuition and fees for courses taken under the dual enrollment program. Further information and specific guidelines are available through the guidance office.*