

GATEWAY REGIONAL HIGH SCHOOL



**2016 - 2017
PROGRAM OF STUDIES**

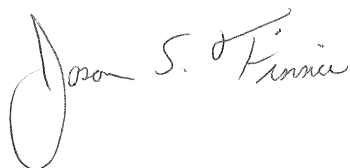
Dear Parent/Guardian,

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 21st 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

Mission Statement

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.

Student academic performance expectations

The students will:

- Process and communicate information effectively
- Develop critical thinking skills
- Develop an understanding and appreciation of the arts, humanities, sciences, and technology
- Develop an awareness of good health practices

Student social expectations

The students will be encouraged to:

- Be responsible for one's behavior
- Respect cultural, ethnic, and individual diversity
- Make positive contributions within the school community
- Develop positive interpersonal relationships within the school community

Student civic expectations

The students will be encouraged to:

- Recognize the value of service
- Become a responsible citizen in a democratic society

Table of Contents

GENERAL INFORMATION

Requirements for Promotion	1
Course Load	1
Modification of Schedule	1
Graduation Requirements.....	2
Nondiscrimination Policy.....	3
Grading System	4
Grade Point Average (GPA)	4
Grade Scale	5
Instructional Levels	6

COURSE DESCRIPTIONS

English Language Arts	6
History/Social Studies	11
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	34
Special Education Services/Courses	35
Developmental Learning Program	37

ADDITIONAL PROGRAMS

Directed/Independent Study.....	38
School-to-Career Program	38
Online Learning	39
Dual Enrollment.....	40

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:

Class of 2017:

Entrance to grade 10.....	40 credits
Entrance to grade 11.....	80 credits
Entrance to grade 12.....	120 credits
Graduation.....	170 credits

Class of 2018 and beyond:

Entrance to grade 10.....	60 credits
Entrance to grade 11.....	120 credits
Entrance to grade 12.....	180 credits
Graduation.....	240 credits

**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:

Class of 2017:

<u>DEPARTMENT/AREA</u>	
English Language Arts	35 credits
History/Social Studies	25 credits
Mathematics	30 credits
Science	25 credits
Fine Arts	10 credits
Physical/Health Education*	20 credits
Electives	25 credits
Total Credits	170 credits

Class of 2018 and beyond:

<u>DEPARTMENT/AREA</u>	
English Language Arts	40 credits
History/Social Studies	35 credits
Mathematics	40 credits
Science	30 credits
Fine Arts	20 credits
Physical/Health Education*	25 credits
Electives	50 credits
Total Credits	240 credits

GRADUATION REQUIREMENTS FOR THE WELDING PROGRAM

Class of 2017:

<u>DEPARTMENT/AREA</u>	
English	35 credits
History/Social Studies	20 credits
Mathematics	25 credits
Science	20 credits
Physical/Health Education*	15 credits
Metals Technology	5 credits
Welding	40 credits
Electives	10 credits
Total Credits	170 credits

Class of 2018 and beyond:

<u>DEPARTMENT/AREA</u>	
English Language Arts	40 credits
History/Social Studies	30 credits
Mathematics	30 credits
Science	25 credits
Physical/Health Education*	20 credits
Metals Technology	5 credits
Welding	50 credits
Electives	40 credits
Total Credits	240 credits

*All students are required to take Health Education 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 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/A	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. 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.

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 IA	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 IIA	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 IIIA	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 IVA	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.

141	CP ENGLISH IV	Semester	5 credits
H1230ADY	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.

155 AP ENGLISH LANGUAGE & COMPOSITION Year 10 credits
*Prerequisite: 85 in English II-Advanced or English III-Advanced and recommendation from the teacher of that course

AP English Language and Composition emphasizes effective writing aided by critical reading of a variety of texts, with a major focus on nonfiction. Diction, imagery, figures of speech, syntax, style, tone, methods of organization and forms of discourse are important areas of consideration, learning and practice. Students read a variety of materials from the past to the present to develop an understanding of the expressive potential of language and to develop their ability to exercise that potential themselves. The course culminates in the development of research skills and a research paper (also called a “synthesis essay”). This college-level course includes preparation for the AP exam in May by which a student can gain college credit.

Upon acceptance into AP English Language and Composition, students will complete summer reading and writing in preparation for the course and for credit at the beginning of the course in the fall.

Note: **AP English Literature and Composition** is offered in alternating years and is next scheduled for 2017-2018.

160 DRAMATIC LITERATURE Semester 5 credits
*Prerequisite: English II

Introduction to Theater Arts: This course is an introduction to dramatic literature and to basic acting. Together, we will study important American and European plays as well as approaches to improvisation, acting and directing. Evaluations will include monologues, small group performances, script annotations, and set designs, as well as traditional quizzes and tests. Come and experience the drama!

165 CREATIVE WRITING Semester 5 credits
*Prerequisite: English II

Creative Writing is a junior-senior offering that explores the genres of poetry, short fiction, and creative non-fiction. We will read and discuss models of all of these forms of writing, but the emphasis of the class will be on daily writing, revision, and discussion of student work. All students are required to submit a writing sample in order to enter this class, and to create a substantial portfolio of creative writing during the semester.

HISTORY/SOCIAL STUDIES DEPARTMENT PHILOSOPHY

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, 19th 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.

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.

MATHEMATICS COURSES

Courses in the Integrated sequence are not available to students who have passed Algebra I (without permission of instructor).

310 INTEGRATED MATHEMATICS I Year 10 credits
*Prerequisite: None

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.

320 INTEGRATED MATHEMATICS II Year 10 credits
*Prerequisite: Integrated Mathematics I

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.

330 INTEGRATED MATHEMATICS III Year 10 credits
*Prerequisite: Integrated Mathematics II

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.

395 BUSINESS MATH Semester 5 credits
*Prerequisite: Integrated Math III or Algebra I

In this course students will apply 21st century skills in the realm of mathematics. Students will learn about setting financial goals, creating and managing business plans, and come to understand basic business, accounting, and economics concepts.

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 ALGEBRA III & TRIGONOMETRY	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.

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.

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 Chemistry-Advanced 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 8th grade Spanish I teacher or 8th 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.

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

615 INTRODUCTION TO VIDEO PRODUCTION Semester 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 VIDEO PRODUCTION II Semester 5 credits

*Prerequisite Completion of Introduction to Video Production

INDUSTRIAL TECHNOLOGY COURSES

617 INTRODUCTION TO WOOD TECHNOLOGY Semester 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 WOOD TECHNOLOGY II Semester 5 credits

*Prerequisite Completion of Introduction to Wood Technology

637 WOOD TECHNOLOGY III Semester 5 credits

*Prerequisite Completion of Introduction to Wood Technology & Wood Technology II

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

***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.**

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 (20 P.E. credits are required to graduate):

1. Participation in Junior Varsity/Varsity athletics at Gateway Regional High School
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 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 Welding graduation requirements on page 2&3.

810 METALS TECHNOLOGY Semester 5 credits

*Prerequisite: Freshman or Sophomore standing or Permission of Instructor

Metals Technology will introduce students to the metal working industries and their products. 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.

820 WELDING Semester 5 credits

*Prerequisite: Metals Technology, and Integrated Math II or permission of instructor

Successful participation in the Metal Fabrication/Welding program is dependent upon 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 WELDING CO-OP Semester 5 Credits

831 WELDING CO-OP (E/O Day) Semester 2.5 Credits

*Prerequisite: Successful completion of welding program and meeting school co-operative education guidelines.

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 10th graders.

ADDITIONAL OPPORTUNITIES

DIRECTED/INDEPENDENT STUDY

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

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 (9th & 10th grade)
- EPP remediation (11th & 12th grade)
- 21st century skills development (linked to NEASC academic, social & civic expectations)
- College/career exploration project
- School leadership/service project

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), 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.