Gateway Regional Program of Studies

2025-2026

Revised June 5, 2025

Letter from the Principal

Dear Gateway Regional Families,

We are looking forward to another great year here at Gateway Regional. When considering classes, it is important for students, school counselors, families/guardians, administration, and teachers to be clear on each student's path forward and expectations. 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 School Counseling Department will work closely with you to select a challenging and appropriate course of study.

"At Gateway Regional School, students are empowered to excel in life after graduation through intentionally personalized learning pathways and opportunities, crafted to foster a future of achievement, contribution, understanding, leadership, and community impact."

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

Sincerely,

William Sullivan, 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.*

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GATEWAY REGIONAL'S COMMITMENT TO THE FUTURE AND EXCELLENCE

At Gateway Regional School, students are empowered to excel in life after graduation through intentionally personalized learning pathways and opportunities, crafted to foster a future of achievement, contribution, understanding, leadership, and community impact.

Instructional Vision

Students will:

- Engage in their school community
- Recognize their strengths and areas of growth to reach their potential
- Work together to support each other as members of the learning community
- Seize opportunities and direct next steps for learning based on interests and abilities
- Push through challenging tasks with a positive attitude.
- Know what they are learning and why they are learning it.

Gateway Staff will:

- Know and reach every student
- Believe in every student's potential
- Push every student to grow as a learner and community member
- Create meaningful and personalized opportunities for all students
- Trust students to succeed after **productive struggle**
- Empower students to know what and why they are learning.

Students are empowered through **intentional design.**

<u>Gateway Gators are…</u>

-Leaders
-Service-minded
-Technologically Skilled
-Communicators
-Collaborative
-Perseverant
-Knowledgeable
-Engaged
-Resourceful
-Self-directed

GENERAL INFORMATION

Requirements for Promotion for Grades 9-12

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:

Semester courses are worth 5 credits; year courses are worth 10 credits; A/B courses are worth 2.5 credits.

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

Course Load Expectations

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 school counselor during the course selection process each year.

Schedule Changes

A request for a schedule change will only be considered in the two-week period at the beginning of 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 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

For students to graduate from Gateway Regional School there are four requirements that must be met:
1)Course of Study Requirements
2)Competency Determination
3)Demonstration of Learning
4)Habits of a Scholar Requirements

Course of Study Requirements

Course of Study Requirements (Class of 2028 and Beyond)

Subject Area	Amount of Credits	Description
English	40	
Mathematics	40	
Science	30	Three years of lab science required for students planning to attend a 4 year college (Biology, Chemistry, Physics, etc.)
Social Studies	30	Must include World History and U.S. History. Students are also responsible for completing the state required civic action project.
World Languages	20	
Visual or Performing Arts	10	
Physical Education and Health	12.5	Students are required to take a PE/Health class each year of high school. (PE waivers will be allowed for approved activities).
Electives	57.5	
Total:	240	

Class of 2026:
English- 40 Credits
Mathematics- 40 Credits
Science- 30 Credits
Social Studies- 35 Credits
Visual or Performing Arts- 12.5 Credits
Physical Education and Health- 15 Credits
Electives- 57.5 Credits
Total- 230

Class of 2027:
English- 40 Credits
Mathematics- 40 Credits
Science- 30 Credits
Social Studies- 30 Credits
Visual or Performing Arts- 12.5 Credits
Physical Education and Health- 12.5 Credits
Electives- 75 Credits
Total- 240

Course of Study Requirements (Chapter 74 Vocational Pathway: Welding): (Class of 2028 and Beyond)

Subject Area	Amount of Credits	Description
English	40	
Mathematics	30	
Science	30	Must include two years of lab science. Three years of lab science recommended for students planning to attend a 4 year college (Biology, Chemistry, Physics, etc.); **not required for graduation in this pathway.**
Social Studies	25	Must include World History and U.S. History. Students are also responsible for completing the state required civic action project.
Metals Technology A&B	7.5	These courses will be taken during a student's ninth grade year and students must earn passing grades in both to remain in the program.
Shop (Welding)	50	Amount of credits per year will be personalized for each student through collaboration with school counselors.
Visual or Performing Arts	5	
Physical Education and Health	12.5	Students are required to take a PE/Health class each year of high school. (PE waivers will be allowed for approved activities).
Electives	40	Students can take additional shop classes if their schedule allows it and if there is availability in the shop Two years of a world language are required for entry into a 4 year college; **not required for graduation in this pathway.**
Total:	240	

<u>Class of 2026:</u>
English- 40 Credits
Mathematics- 30 Credits
Science- 25 Credits
Social Studies- 30 Credits
Metals Technology A&B- 7.5 Credits
Shop (Welding)- 50 Credits
Visual or Performing Arts- 5 Credits
Physical Education and Health- 15 Credits
Electives- 27.5 Credits
Total- 230

<u>Class of 2027:</u>
English- 40 Credits
Mathematics- 30 Credits
Science- 30 Credits
Social Studies- 30 Credits
Metals Technology A&B- 7.5 Credits
Shop (Welding)- 50 Credits
Visual or Performing Arts- 5 Credits
Physical Education and Health- 12.5 Credits
Electives- 30 Credits
Total- 240

Course of Study Requirements (Chapter 74 Vocational Pathway: EEC): (Class of 2028 and Beyond)

Subject Area	Amount of Credits	Description
English	40	
Mathematics	40	
Science	30	Must include two years of lab science. Three years of lab science recommended for students planning to attend a 4 year college (Biology, Chemistry, Physics, etc.); **not required for graduation in this pathway.**
Social Studies	30	Must include World History and U.S. History. Students are also responsible for completing the state required civic action project.
Intro to Early Education and Care A&B	7.5	These courses will be taken during a student's ninth grade year and students must earn passing grades in both to remain in the program.
Shop (EEC)	50	Amount of credits per year will be personalized for each student through collaboration with school counselors.
Visual or Performing Arts	5	
Physical Education and Health	12.5	Students are required to take a PE/Health class each year of high school. (PE waivers will be allowed for approved activities).
Electives	25	Students can take additional shop classes if their schedule allows it and if there is availability in the shop. Two years of a world language are required for entry into a 4 year college; **not required for graduation in this pathway.**
Total:	240	

<u>Class of 2026:</u>
English- 40 Credits
Mathematics- 40 Credits
Science- 30 Credits
Social Studies- 30 Credits
Intro to EEC A&B- 7.5 Credits
Shop (Welding)- 50 Credits
Visual or Performing Arts- 5 Credits
Physical Education and Health- 12.5 Credits
Electives- 15 Credits
Total- 230

<u>Class of 2027:</u>
English- 40 Credits
Mathematics- 40 Credits
Science- 30 Credits
Social Studies- 30 Credits
Metals Technology A&B- 7.5 Credits
Shop (Welding)- 50 Credits
Visual or Performing Arts- 5 Credits
Physical Education and Health- 12.5 Credits
Electives- 25 Credits
Total- 240

Competency Determination

To meet the state requirements of a competency determination in Mathematics, Science, and English Language Arts, students must do the following:

Mathematics: Complete and pass required coursework in topics covered on the Grade 10 Mathematics MCAS (Algebra and Geometry). Equivalent coursework or evidence of mastery of grade level content can be accepted but is at the discretion of the principal.

Science: Complete and pass required coursework in topics covered on the Grade 9 Science MCAS in Biology. Students can also complete and pass required coursework in topics covered on the Grade 9 Science MCAS in Introductory Physics. Equivalent coursework or evidence of mastery of grade level content can be accepted but is at the discretion of the principal.

English Language Arts: Complete and pass required coursework in topics covered on the Grade 10 English Language Arts MCAS (English I and II). Equivalent coursework or evidence of mastery of grade level content can be accepted but is at the discretion of the principal.

*Students are required to showcase their learning in these areas during their "Demonstration of Learning" at the end of their grade 10 year.

Demonstration of Learning

(Beginning with the Class of 2028)

Students are expected at the end of their 10th grade year to complete a "Demonstration of Learning" to school administration, counselors, and select teachers. Parents/Guardians are also welcome, and encouraged, to attend. The presentation will include a (1)description of coursework covered during grade nine and ten, (2)evidence of meeting the Competency Determination requirements for graduation, (3)evidence of meeting requirements for the "Habits of a Scholar" in grades nine and ten, (4)goals for their life after graduation, (5)action steps for reaching these goals, and (6)requests for their coursework for grades eleven and twelve.

Students will be scored by administration, counselors, and teachers on a scale of 0-4 for each of the six requirements for the presentation. The scores of administration, counselors, and teachers will be averaged together. The average score needs to be 20/24 to complete this requirement for graduation. Students will be eligible to redo their demonstration of learning again at the end of their 10th grade if they do not earn a passing score. They will also be able to take it at the end of each quarter for the rest of their career at GRS until they earn a grade that meets requirements.

*Students will work on their "Demonstration of Learning" presentation during mainly their advisory period in 9th and 10th grade. There will be some additional expectations in classes as well to prepare students.

Habits of a Scholar Requirements

(Class of 2029 and Beyond)

To encourage and build skills that students will need to be successful at Gateway Regional School and beyond, students will be expected to work on skills each year. The skill work will begin in grade six and be part of the requirements for promotion to the next grade. In grades 9-12, students will be required to meet the required expectations to show mastery of each skill, each year. Required expectations will vary depending on grade. The skills that students will need to show mastery of each year are the following:

Gateway Gators are…

-Leaders
-Service-minded
-Technologically Skilled
-Communicators
-Collaborative
-Perseverant
-Knowledgeable
-Engaged
-Resourceful
-Self-directed

*Tracking the expectations for each skill will be done by the student and NEST teachers.

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

Non-Discrimination Policy

All students regardless of race, color, sex, gender identity, religion, national origin, gender identity, transgender, age, disability, sexual orientation, or exercise of civil rights, 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	NUMERICAL	AP	HONORS	COLLEGE PREP
A+	100	5.00	4.50	4.00
A+	99	4.93	4.43	3.93
A+	98	4.86	4.36	3.86
A	97	4.79	4.29	3.79
A	96	4.72	4.22	3.72
A	95	4.65	4.15	3.65
A	94	4.58	4.08	3.58
A	93	4.51	4.01	3.51
A-	92	4.44	3.94	3.44
A-	91	4.37	3.87	3.37
A-	90	4.30	3.80	3.30
B+	89	4.23	3.73	3.23
B+	88	4.16	3.66	3.16
B	87	4.09	3.59	3.09
B	86	4.02	3.52	3.02
B	85	3.95	3.45	2.95
B	84	3.88	3.38	2.88
B	83	3.81	3.31	2.81
B-	82	3.74	3.24	2.74
B-	81	3.67	3.17	2.67
B-	80	3.60	3.10	2.60
C+	79	3.53	3.03	2.53
C+	78	3.46	2.96	2.46
C	77	3.39	2.89	2.39
C	76	3.32	2.82	2.32
C	75	3.25	2.75	2.25
C	74	3.18	2.68	2.18
C	73	3.11	2.61	2.11
C-	72	3.04	2.54	2.04
C-	71	2.97	2.47	1.97
C-	70	2.90	2.40	1.90
D+	69	2.83	2.33	1.83
D+	68	2.76	2.26	1.76
D	67	2.69	2.19	1.69
D	66	2.62	2.12	1.62
D	65	2.55	2.05	1.55
D	64	2.48	1.98	1.48
D	63	2.41	1.91	1.41
D-	62	2.34	1.84	1.34
D-	61	2.27	1.77	1.27
D-	60	2.20	1.70	1.20
F(ailing)	59-0	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
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 are required to take the AP exam for each AP class they are in, regardless of if they are interested in college credit. AP exams will be paid for by the district.**

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. **Override Process:** There is an override process to prerequisites. If you are interested in taking a course, please check with your School Counselor.

***Beginning in the 2025-2026 school year, Honors and CP classes will be scheduled together. In ELA, students will participate in an extended studies program pilot where students will have the option to "opt-in" to earning honors credit. To receive the honors distinction, students will need to complete three out of four extended studies.**

COURSE/PROGRAM DESCRIPTIONS

ENGLISH LANGUAGE ARTS

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 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 multicultural 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.

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 College Prep, Honors, or Advanced Placement. The sequence of courses is designed to give students a foundation in a wide scope of writing and literature.

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.

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 Honors English II, 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.

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.

English IV CP2 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.

144	SENIOR CAPSTONE	Semester	5 credits

*Prerequisite: Three years of English completed

Over your time in Gateway, you have been led through readings and writing assignments intended to prepare you to think critically about the world and how we interpret and interact with that world and each other. This year, you will continue that work on a topic of YOUR choosing. You will ask, explore, and ultimately answer a big question that you have about the world and the people in it. To do this, you will read and research in multiple genres: fiction, nonfiction, poetry, articles, op-eds, speeches, short stories, poems, plays, songs, film, etc., and then assemble a portfolio of critical and creative artifacts that demonstrate your thinking about and, ultimately, take a position on your topic.

150 AP ENGLISH LITERATURE & COMPOSITION Year 10 credits
*Prerequisite: 85 in Honors English II or Honors English III and recommendation from their teacher

AP English Literature and Composition emphasizes the development of skills in critical reading and writing about literature and related ideas. Readings range from the Elizabethans and the American Puritans up to current literature. Both formalist and historicist approaches are taken to writers and their works. The course includes students' making use of published critical views of some literary works as an aid in writing their own views. 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 Literature 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.

155 AP ENGLISH LANGUAGE & COMPOSITION Year 10 credits
*Prerequisite: An 85 in Honors English II or Honors English III and recommendation from their teacher

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.

155 FILM STUDIES SEM E/O 2.5 credits
*Prerequisite: None

This course introduces students to the history, language, and techniques of cinema as an art form and cultural expression. Students will analyze a range of films from various genres, time periods, and cultures to explore narrative structure, visual composition, sound design, and editing. Through critical viewing, discussion, and written analysis, students will develop media literacy and an appreciation for film as a means of storytelling and social commentary. The course may also include opportunities for basic hands-on filmmaking, allowing students to apply their knowledge creatively.

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.

Curriculum Goals

- Help the student understand and appreciate the roots, development, and nature of their American-Western civilization.
- Promotes 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 (Honors) 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.

247	AP PSYCHOLOGY	Year	10 credits

AP Psychology is a college-level course that introduces students to the systematic and scientific study of human behavior and mental processes. The curriculum covers a wide range of topics, including biological bases of behavior, sensation and perception, learning, cognition, development, motivation, emotion, personality, psychological disorders, and social psychology. Students will learn to apply psychological concepts and research methods to real-world situations and develop critical thinking skills. The course prepares students to take the AP Psychology Exam for potential college credit and emphasizes both theoretical knowledge and the ethical considerations of psychological research and practice.

262	WORLD RELIGION	Semester E/O	2.5 credits

This course provides students with an overview of the major world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, Islam, and Indigenous spiritual traditions. Students will explore the core beliefs, practices, sacred texts, historical development, and cultural impact of each religion. Emphasis is placed on fostering respect, understanding, and open-minded inquiry into diverse religious perspectives. Through discussion, research, and reflective activities, students will examine the role of religion in shaping personal identity, ethical decision-making, and global issues.

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.

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).

395	BUSINESS MATH I	Semester	5 credits
396	BUSINESS MATH II	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 Honors 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 Honors Algebra I or 90 in Standard Algebra I AND 85 in Honors 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	Year	10 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.

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

420 CP BIOLOGY Year 10 credits
*Prerequisite: Introductory Physics or a B or better in 8th 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 9th grade, A average in 8th 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; Open to Juniors and Seniors Only

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 an appreciation of science processes. 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. This is a lab course.

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.

Physical Science Courses

412 SCIENTIFIC WRITING AND PUBLISHING Semester 5 credits
*Prerequisite: Open to Sophomores, Juniors, and Seniors Only

In this course we will choose a natural phenomenon to study, research the topics relevant to the phenomenon, develop a hypothesis describing the processes involved, experimentally test our hypothesis, record our result, and write an article describing the phenomenon, our experiments, and our conclusions. The article will be fully cited, written to publication standards, and (if complete) submitted to an appropriate scientific journal for publication. Students should expect new and difficult challenges and occasional productive failure.

440 INTRODUCTORY PHYSICS Year 10 credits

Introductory Physics will prepare students to take the Science MCAS by recognizing the nature and scope of physics, including its relationship to the other sciences. Students will learn about:

- Basic topics such as motion, forces, energy, heat, waves, electricity, and magnetism
- Natural phenomena by using physical laws to calculate quantities such as velocity, acceleration, momentum, and energy.
- The relationships between motion and forces through Newton's laws of motion.
- The difference between vector and scalar quantities and learn how to solve basic problems involving these quantities.
- Conservation of energy and momentum and how these are applied to everyday situations.
- Heat and how thermal energy is transferred throughout the different phases of matter.

Students also extend their knowledge of waves and how they carry energy, gain a better understanding of electric current, voltage, and resistance by learning about Ohm's law, and also gain knowledge about the electromagnetic spectrum in terms of wavelength and frequency.

426 EARTH AND SPACE SCIENCE Semester 5 credits
*Prerequisite: Open to Sophomores, Juniors, and Seniors Only

In this course we will choose a natural phenomenon to study, research the topics relevant to the phenomenon, develop a hypothesis describing the processes involved, experimentally test our hypothesis, record our result, and write an article describing the phenomenon, our experiments, and our conclusions. The article will be fully cited, written to publication standards, and (if complete) submitted to an appropriate scientific journal for publication. Students should expect new and difficult challenges and occasional productive failure.

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 gasses, 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.

490 COMPUTER SCIENCE Semester E/O 2.5 credits

In this course, students will *create* programs using the Snap programming language, learn some of the most *powerful ideas* of computer science, and discuss the social implications of computing, thinking deeply about how *they* can be personally active in promoting the benefits and reducing the possible harms.

491 GEOLOGY Semester E/O 2.5 credits
*Prerequisite: Open to Sophomores, Juniors, and Seniors Only

Geology is the scientific study of the Earth, its structure, processes, materials, and history. This course explores key topics such as plate tectonics, rock and mineral formation, earthquakes, volcanoes, erosion, and the geologic time scale. Students will investigate how Earth's internal and surface processes shape the planet and influence the environment. Through hands-on labs, field observations, and analysis of real-world data, students will develop skills in scientific inquiry and critical thinking. The course also examines the practical applications of geology, including natural resource management and understanding natural hazards.

492 INTRODUCTION TO ELECTRONICS Semester E/O 2.5 credits
*Prerequisite: Open to Sophomores, Juniors, and Seniors Only

This course provides students with a foundational understanding of electronic principles and circuits. Topics include basic electrical theory, components such as resistors, capacitors, and diodes, as well as the use of breadboards, circuit diagrams, and multimeters. Students will gain hands-on experience building and testing simple electronic circuits while learning how electricity is used in everyday technology. The course emphasizes problem-solving, safety, and practical applications in fields such as engineering, robotics, and technology. It serves as a strong introduction for students interested in pursuing further studies or careers in electronics, engineering, or related technical fields.

WORLD LANGUAGES

Department 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.

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 commonalties 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 Language 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.

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.

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, and a variety of media 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.

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, theater, 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.

609 THEATRE/IMPROV I Semester E/O 2.5 credits
*Prerequisite: Open to Sophomores, Juniors, and Seniors

Theater and Improv is an engaging, performance-based course that introduces students to the fundamentals of acting, improvisation, and stagecraft. Students will explore character development, voice and movement techniques, and the elements of dramatic storytelling through scripted scenes and unscripted improvisational exercises. Emphasis is placed on collaboration, creativity, quick thinking, and building confidence in a supportive ensemble environment. The

course encourages risk-taking, active listening, and self-expression, while also providing opportunities to perform for peers and participate in class productions. No prior theater experience is necessary—just a willingness to participate and have fun.

619 THEATRE/IMPROV II Semester E/O 2.5 credits
*Prerequisite: Theatre/Improv I

Theater and Improv II builds on the foundational skills developed in the introductory course, offering students deeper exploration into advanced acting techniques, long-form improvisation, character complexity, and ensemble performance. Students will refine their improvisational skills through more challenging scenarios, explore script analysis, and engage in collaborative scene creation and performance. The course emphasizes creative risk-taking, critical feedback, and performance polish, preparing students for public showcases or school productions. Designed for students with prior theater or improv experience, this course fosters greater artistic confidence, stage presence, and collaborative storytelling.

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.

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 Arts Courses

661 STUDIO ART E/O DAY Semester 2.5 credits
Studio Art is an 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.

680(681) ADVANCED STUDIO ART (E/O DAY) Semester 5(2.5) credits
*Prerequisite STUDIO ART

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.

645(646) CRAFTS (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.

666 DIGITAL ART E/O DAY Semester 2.5 credits
Digital Art is an 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.

685(686) ADVANCED DIGITAL ART(E/O DAY) Semester 5(2.5) credits
*Prerequisite DIGITAL ART

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.

685(686) ADVANCED DIGITAL ART(E/O DAY) Semester 5(2.5) credits
*Prerequisite DIGITAL ART

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.

148 Mural Painting Semester E/O 2.5 credits

Mural Painting is a hands-on visual arts course that introduces students to the design and creation of large-scale public artworks. Students will learn about the history and cultural significance of murals, study various styles and techniques, and develop skills in planning, sketching, and painting on a large surface. Emphasis is placed on teamwork, community engagement, and visual storytelling as students collaborate on a mural project that may be displayed within the school or local community. The course encourages creativity, project management, and artistic expression, and is suitable for students with a strong interest in art and design.

Instructional 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 Semester 5(2.5) credits
*Prerequisite Completion of Introduction to Wood Technology

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

637(638) WOOD TECHNOLOGY IV Semester 5(2.5) credits
*Prerequisite Completion of Introduction to Wood Technology & Wood Technology

PHYSICAL/ 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 Educations 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.

P.E./Health 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 EXCEPT students enrolled in the Early Education & Care Ch 74 Program.**

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.

732	HEALTH, FITNESS, AND LIFESTYLE	Semester E/O	2.5 credits

This course focuses on helping students develop knowledge and skills to lead healthy, active lives. It covers key topics such as nutrition, physical fitness, mental wellness, stress management, and the importance of lifelong healthy habits. Students will participate in a variety of physical activities designed to improve strength, endurance, flexibility, and overall well-being. The course also encourages goal-setting, self-assessment, and informed decision-making to promote a balanced lifestyle. Emphasis is placed on understanding how personal choices affect health and how to create sustainable habits for long-term wellness.

751 ATHLETIC ADMINISTRATION AND LEADERSHIP Semester E/O 2.5 credits

This course provides students with an introduction to the principles and practices involved in managing sports programs and athletic organizations. Topics include leadership skills, event planning, team and facility management, sports marketing, budgeting, and the ethical and legal issues in athletics. Students will develop communication, organization, and decision-making abilities essential for careers in sports administration, coaching, or athletic training.

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 School Counseling) to be signed by the student, parent, School Counseling counselor, principal, and coach/instructor/supervisor.

CHAPTER 74 VOCATIONAL PROGRAMS

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:	9th grade 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 ninth grade 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: ninth grade 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 promotes 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	ACADEMIC 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 maintain 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.

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 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 Learning 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

Internship/ Work Study Program

In an effort to enable students to maximize their academic and occupational preparation and potential by providing career awareness, exposure, and exploration, these opportunities allow students to receive "on the job" training and also earn high school credit. This 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

*Prerequisites:Open to Juniors and Seniors Only

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. An MA WBLP be signed by the student, parent, school counselor, mentor and school principal prior to beginning the intern experience. **Open to 9th and 10 grades students by permission or under special circumstances.**

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 school counselor to choose an appropriate course. The student's school 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 GRS but not taught due to under enrollment.
3. The course must be taken at GRS under staff supervision.
4. The course must be scheduled during one of the seven available blocks and may not exceed the 70 yearly potential credits students can attain at GRS.
5. Students may only take one course per semester.
6. Students may only take courses not offered at GRS (on a space available basis).
7. All students who participate in a distance education course must agree to the standards on the course contract.
8. Students who have failed or have not completed an online course will not be permitted to enroll in a course in the future.
9. Courses will be included in the student's GPA according to the corresponding GRS policy and grade scale.
10. Circumstances not covered in these guidelines will be addressed by School Counseling/administration.

Dual Enrollment Program

2000 DUAL ENROLLMENT Semester 5 or 10 credits*
**credits awarded will depend on the course expectations (10 credits for 3-4 college 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 70 yearly potential credits students can attain at GRS). 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 School Counseling office.*

English Language 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.

Directed/Independent Study

030	DIRECTED/INDEPENDENT STUDY	Semester	5 credits
031	DIRECTED/INDEPENDENT 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 School Counseling 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):

- College/career exploration project
- School leadership/service project

Program of Studies for Grades 6-8

Required Coursework

Grade 6	
Grade 6 Math	Students in grade 6 deepen their understanding of multiplication, division, and fractions by solving ratio, rate, and fraction problems, connecting these concepts to their prior knowledge and applying them across a broader range of situations, including interpreting rational numbers and their placement on the coordinate plane. They also begin to use variables in expressions and equations, develop strategies to solve simple algebraic problems, and describe relationships using tables and equations, particularly those involving equivalent ratios. Additionally, students explore statistics by analyzing data distributions, measuring center and variability, and expand their geometric reasoning by calculating area, surface area, and volume through shape decomposition and working with fractional dimensions.
Grade 6 English Language Arts	Grade 6 English Language Arts standards focus on developing students' abilities to read and analyze literature and informational texts, write in various styles, speak and listen effectively, and apply language conventions. Students are expected to cite evidence, understand themes and structures, compare texts and genres, and write arguments, narratives, and explanatory pieces while using research and technology. Additionally, the curriculum emphasizes vocabulary acquisition, grammar, collaboration, and presenting ideas clearly, all while engaging with diverse texts and media across subjects.
Grade 6 Social Studies	Grade 6 Social Studies focuses on world geography and the early development of human societies. Students explore the physical and cultural evolution from the Paleolithic era to the Agricultural Revolution, examining hunter-gatherer societies, early tools, and the domestication of plants and animals. The curriculum also covers the geographic, political, economic, religious, and social structures of early civilizations in regions such as Mesopotamia, Egypt, Kush, and the Americas, emphasizing the connections between geography and the development of city-states, the significance of religious beliefs, and the roles of trade and governance
Grade 6 Science	Grade 6 Science and Technology/Engineering standards encompass Earth and Space Sciences, Life Sciences, Physical Sciences, and Engineering Design. Students explore the Earth-Sun-Moon system, plate tectonics, cell structures, body systems, evolution, matter interactions, forces, and waves. The curriculum emphasizes scientific inquiry, evidence-based reasoning, and the application of engineering principles to solve real-world problems.
Special	Art; Health; Physical Education; Music OR Band

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Grade 7	
Grade 7 Math	Grade 7 Math focuses on understanding ratios and proportional relationships, extending operations with rational numbers, and solving expressions and equations. Students also apply geometric concepts to calculate area, volume, and surface area of various shapes. These standards develop critical problem-solving skills and prepare students for more advanced math concepts.
Grade 7 English Language Arts	Grade 7 English Language Arts focuses on developing students' abilities to analyze complex texts, write clearly for various purposes, and engage effectively in discussions. Students are expected to cite textual evidence to support analysis, determine themes, and understand how an author's choices shape meaning and tone. Writing standards emphasize argumentative, informative, and narrative texts, with attention to organization, style, and use of evidence, while speaking and listening skills focus on collaboration and presentation.
Grade 7 Social Studies	Grade 7 social studies focuses on ancient and classical civilizations such as Mesopotamia, Ancient Egypt, Ancient Greece, and Ancient Rome, as well as civilizations from the Middle Ages including Byzantine, Islamic, and early African and Asian societies. The curriculum also covers the Renaissance period and its impact on culture and politics. These studies help students understand the foundations of modern societies through exploration of early human history and key cultural achievements.
Grade 7 Science	Grade 7 Science focuses on Earth and space sciences, life sciences, and physical sciences. Students are expected to model Earth's surface changes over time, understand the water cycle's role in Earth's systems, and analyze human impacts on natural resources. In life sciences, students explore how animal behaviors and plant structures contribute to reproduction, while in physical sciences, they investigate energy forms, heat transfer, and the existence of electric and magnetic fields..
Special	Art; Health; Physical Education; Music OR Band

Grade 6 Math

Grades 6-8 Core
Specials
Exploratory

Grade 8	
Grade 8 Math	Grade 8 math focuses on linear equations and systems of linear equations to model, analyze, and solve problems, understanding slope as a constant rate of change and interpreting relationships in various contexts. They develop a solid grasp of functions as rules assigning exactly one output per input, translating between different representations such as graphs and tables. Additionally, students apply geometric concepts including transformations, congruence, similarity, and the Pythagorean Theorem to analyze figures, solve problems, and calculate distances and volumes of cones, cylinders, and spheres. **Per recommendation of 7th grade math teacher, students are eligible to take Algebra I instead of Grade 8 Math (see description above). Students who wish to eventually take AP Calculus should take Algebra I in 8th Grade.**
Grade 8 English Language Arts	Grade 8 English Language Arts focuses on analyzing complex texts to identify themes, ideas, and structures. Students write with clarity and purpose, supporting their ideas with evidence and refining their skills through revision and research. They also develop effective communication skills through speaking, listening, and collaborative discussions.
Grade 8 Social Studies	Grade 8 social studies focuses on the foundations and structures of U.S. democracy, emphasizing the U.S. Constitution, the Bill of Rights, and the roles of federal, state, and local governments. Students explore the philosophical origins of American political systems, the evolution of constitutional interpretation, and the functions of government institutions. The curriculum also highlights the importance of civic participation through student-led projects, the study of landmark Supreme Court cases, and an examination of civil rights movements, fostering informed and active citizenship.
Grade 8 Science	Grade 8 Science focuses on explaining complex Earth and space systems, including the Earth-Sun relationship, plate tectonics, weather patterns, and the impact of human activities on climate. Students explore life sciences by modeling genetic inheritance, natural and artificial selection, and cellular processes that support growth and energy use. Physical science standards emphasize understanding atomic and molecular interactions, chemical reactions, motion and forces, and material properties through models and data analysis.
Special	Art; Health; Physical Education; Music OR Band

Grade 6-8: Exploratory Program:

*More information coming soon!

Promotion and Retention for Grades 6-8

The School Committee is dedicated to the best total and continuous development of each student enrolled. Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Students must minimally pass three of the four core academic courses for the year to be promoted to the next grade level (grades 6-8). In order to be eligible for summer work to prevent retention, students must earn a 50 in the core class.