

# **Global Learning Charter Public School**

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## **High School Program of Studies 2017 – 2018**

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# Introduction

## **Mission**

The mission of Global Learning Charter Public School (GLCPS) is to ensure that all of our students achieve academic excellence, are ready for the rigors of higher education, and master essential skills that prepare them for the economic, social and civic challenges of a 21<sup>st</sup> century, global society. At GLCPS, essential skills include: technology literacy, public speaking, global citizenship and arts exploration.

## **Educational Philosophy**

The educational philosophy of GLCPS is that given a challenging and supportive educational environment, *all* students will achieve at high levels. We have designed an innovative and demanding curriculum for grades 5-12 that allows teachers to meet the individual learning needs of each student. Specifically, we follow an integrated curriculum framework composed of three elements:

1. Standards-based core content areas: our approach ensures that our students reach proficiency as defined by the learning standards, curriculum frameworks and common assessments of the Massachusetts Curriculum Frameworks (now incorporating the Common Core State Standards). To this end, academic excellence is achieved when a student demonstrates proficiency in core subject areas of mathematics, science and humanities.
2. Essential skills development: we focus on four key essential skills: technology literacy, public speaking, global citizenship and arts exploration, all of which are incorporated into our curriculum and instruction.
3. Student-centered instructional strategies using proven pedagogies such as Teaching for Understanding, Differentiated Instruction, and Project-based Learning as described below.

Teaching for Understanding (TU) is an approach that enables students to make meaning of knowledge and information in a given subject area or topic. Classroom learning is organized around investigative topics which students are asked to explore individually or in teams. For example, in the area of global citizenship, an investigative topic might be a comparative study of the effectiveness of ocean conservation policies in different parts of the world. The process of TU helps students to better internalize knowledge and know how to apply it in different settings. It asserts that true learning takes place anywhere, not just in the classroom, and encourages community-based teaching and learning experiences, such as applied research activities; internships with local businesses; and education-related travel.

Differentiated Instruction (DI) is a general term for instruction that is customized to meet the learning needs of each student in a classroom. DI is a response to recent educational research that documents that *all* students have the capacity to learn at high levels, but that each student learns in different ways, depending on factors such as physiological status, cultural background, gender, and aptitude and intelligence. At GLCPS, some examples of DI include the incorporation of: Visible Thinking; Artful Thinking; multi-modal approaches in the classroom; Multiple Intelligences strategies, and individualized student support plans (ISSPs).

Project-based Learning is a hands-on, integrated curriculum approach, in which students have an opportunity to develop their own projects. The goal is to help students formulate and answer meaningful questions using the principles of investigation, while drawing on knowledge across subject areas. In this environment, teachers facilitate the learning process, while students work on constructing their own knowledge.

### ***Other key elements***

Presentations of Learning: Through our Presentations of Learning (POL) component, students have the opportunity to share their learning experiences publicly. Specifically, students demonstrate and provide evidence of learning to a panel of student peers, staff, parents, and business and community members. Evidence of mastery can include performance tasks in a specific content area, projects, observations, work samples, action plans, design solutions, letters of recommendation, and self-assessments.

Technology resources: Technology is integral to the GLCPS classroom where students construct knowledge, think critically, and propose solutions to real world problems that they will face in the 21st century. GLCPS intends to be a leader in the integration of technology into the classroom and curriculum. Our vision is that teachers and students will use technology to demonstrate higher order thinking skills and creative problem solving. The ability to quickly organize and evaluate information gives lifelong learners a broader understanding of the world and their role in it.

Arts exploration: We believe it is essential that students have access to arts in their curriculum and/or extra-curriculum experience. GLCPS offers a combination of theater, dance, martial arts, visual arts, and music. Through these experiences students develop their critical and creative thinking skills, and enhance their understanding of world cultures and history.

Global and community experiences: We strive to provide our students with meaningful experiences that develop awareness of and appreciation for local and global cultures and organizations. From field studies to formal high school internships, students experience their local environment and engage in career awareness and planning. Through study, research and online communications, students also experience world cultures, organizations and economies. Commonalities (e.g., the importance of ocean research) as well as differences, (e.g., political philosophies) are explored, providing students with a deeper understanding of the world. We continue to ascribe to the seven global themes as outlined in our charter. These themes, which are listed below, are embedded in our curriculum and instructional approaches.

1. The global community is made up of dynamic countries and regions that are shaped by environmental and human factors.
2. Language, art, music, belief systems, and other cultural elements facilitate global understanding or cause misunderstanding.
3. Interactions among groups, societies, and nations can lead to conflict, or cooperation, within and among nations.
4. Technological innovations have far-reaching effects on the global community.
5. The causes, consequences, and possible solutions to persistent, contemporary and emerging global issues impact the entire global community.
6. Universal human rights are the foundation of a global society.
7. Formal alliances and organizations among and between groups and nations can exert an important influence on societies.

Additionally, we believe that a positive school climate is fundamental to helping students realize their full potential and for preparing them to navigate the complexities of a global society. Integrity, honesty, trust and respect are our basic moral tenants in all matters at GLCPS. We strive to make our school a place where everyone feels safe to try their hardest, and where failure and mistakes are a natural part of the learning process – for staff as well as for students. Respect for ourselves and respect for others is a central ingredient in fostering a safe and intellectually challenging school environment. Finally, our school management fosters a “shared responsibility” approach. Key decision-making is typically a collective process involving teachers, staff and administrators; input from students, parents and community members is also solicited regularly. Our goal is to create a learning community where:

- Learning is connected to the real world;
- Students are known well by staff;
- Students have an opportunity to direct their own learning;
- Teachers engage students in their own learning plans; and
- Parents play an active role in the school and their children’s education.

For more information about our curriculum, please contact Derek Michael, Director of Curriculum at [dmichael@glcps.org](mailto:dmichael@glcps.org).

# Course Offerings & Descriptions

## **High School Program of Study and Course Offerings: Grades: 9-12**

We aim to provide all GLCPS students with a rigorous college preparatory program that is technology-rich and prepares students to succeed in higher education and beyond. As enrollment expands at the high school level, we intend to meet the demand for access to more elective and college preparatory course offerings. To this end, we will continue to support programs and services that enhance learning and complement our current required high school course of studies. Overviews of some of these programs are provided below.

A core part of GLCPS's mission is to help students envision and plan for their future. One way we do this is by exposing them to a range of opportunities to learn about our local, regional, national and global communities. Through project-based studies; field studies; travel experiences; community service; college tours; and internships with local organizations, businesses and corporations, students gain a greater understanding of the colleges and professions that are available to them after graduating from high school as well as developing valuable life skills and building their resume.

## **Partnerships to Enhance Learning**

### **STEM & History Studies Component: Downtown Jacobs Center Campus**

STEM and History Studies Component: Jacobs Center for Innovation and Learning Global Learning Charter Public School offers students the opportunity to learn in a different environment while accessing the resources of the downtown New Bedford community. Students in Grades: 11 and 12 spend the morning at the Jacobs Center for Innovation and Learning where they engage in courses in Spanish as well as History and Science courses. Students in grade 9 and 10 spend the afternoon at the Jacob Center where they take Spanish, History and Science. Being at the Jacobs Center allows students and staff to access many of the activities and services in downtown New Bedford including the Port of New Bedford, local galleries and the public library.

### **Dual Enrollment: Early College BCC Partnership (Gr.11-12)**

GLCPS expands our partnership with Bristol Community College (BCC) this year. Students with qualifying GPAs (3.0) and Accuplacer scores can enroll in tuition-free college courses at BCC through the advanced or elective courses offered by GLCPS during the school day, or outside of school on a space-available basis. (\*Please see the Specialized Programs section for additional information.)

### **2017-2018 BCC Dual Enrollment Offerings**

- English101 (11-12)
- Sociology (11-12)

## **Graduation Requirements**

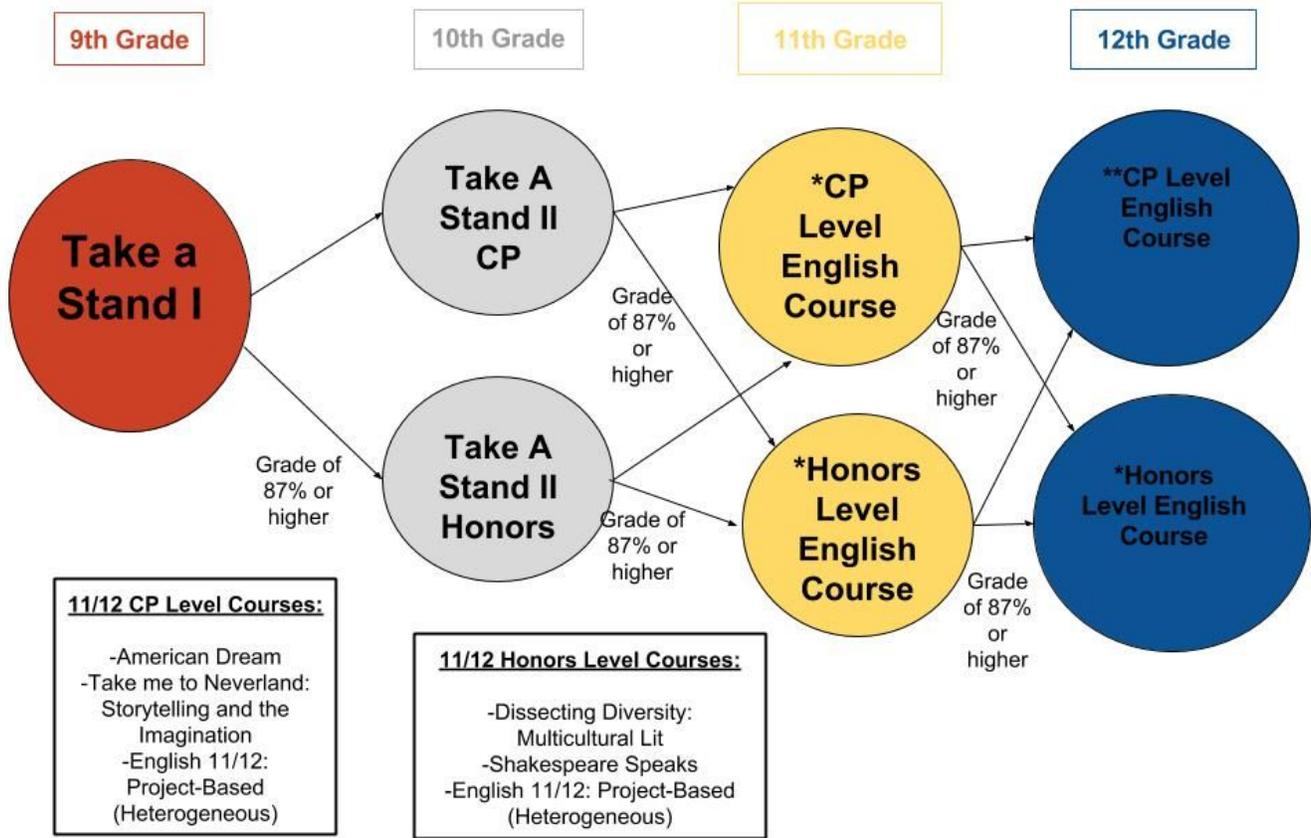
A student will graduate from high school upon:

- Passing the MCAS tests in ELA, Math and Science
- Successfully completing (i.e., a grade of 70 or higher) the total number of units for the Year of Graduation in the following areas:

### **Class of 2018 & Beyond**

<b>SUBJECT-AREAS REQUIREMENTS</b>	<b>UNITS</b>
4 yrs English	4
4 yrs Math	4
4 yrs Science/Engineering	4
3 yrs History (2 US History)	3
3 yrs Global Language	3
Computer Technology	.5
Fine Arts (Performing or Visual)	1
Physical Education/Health	1
Electives	5
Advisory Capstone Project	.5
<b>Total Required</b>	<b>26</b>

# ENGLISH PATHWAY



## **English Course Descriptions**

*(Honors credit requires an 87% or higher in the previous course)*

### **English 9: Take a Stand I (CP) with Writing Lab\***

Grade: 9

Credits: 1.5 (Full Year)

Grad. Req: English/\*Elective

This course begins a two-year exploration of self-identity and one's place in the global community centering around the essential questions: What makes a person's identity? How does one's society/culture impact his/her identity? How do we treat others based on their identity?

Students will explore:

- Multi-cultural fiction and nonfiction texts surrounding themes of identity and discrimination.
- How and why language impacts individuals, society, and the global community.
- Reading through developing pre, during, and post reading strategies.
- Writing through developing prewriting, drafting, revising, editing, and publishing strategies.
- Multiple projects based on student choice.

### **English 10: Take a Stand II (CP/H) with Writing Lab\***

Grade: 10

Credits: 1.5 (Full Year)

Grad. Req: English/\*Elective

This course continues a two-year exploration of self-identity and one's place in the local and global community centering around the essential questions: Can one person change the world? What is the responsibility of an individual in society?

Students will explore:

- Reading strategies practiced within the first year.
- Themes of identity, activism, and social justice.
- How and why the use of language impacts individuals, society, and the global community.
- Writing through developing prewriting, drafting, revising, editing, and publishing strategies.
- Multiple projects based on student choice.

### **\*Writing Lab**

Grades 9/10

Credits 0.5 (Every other day)

Grad Req: Elective

This Writing Lab supplements all 9th and 10th grade English courses to support students' skill development and prepare for future upperclass coursework and writing activities/assessments (i.e. Junior College Essay Project, PSAT, MCAS, SAT, and Accuplacer.)

### **English 11/12: Take Me to Neverland: Storytelling and the Imagination (CP)**

Grade: 11/12

Credits: 1.0 (Full Year)

Grad. Req: English

In this course we will be studying how storytelling makes us human. From ancient mythology to modern day Harry Potter, this course will explore how storytelling through speaking, listening, reading, and writing across multiple cultures has shaped our world as we know it.

### **English 11/12: The American Dream (CP)**

Grade: 11/12

Credits: 1.0 (Full Year)

Grad. Req: English

In this course, students will analyze how everyone talks about the "American Dream". Everyone wants to live it, but what, exactly, is the "American Dream"? Does it divide us or unite us? Can it still be achieved in the 21st century? By reading widely and examining sources as diverse as memoirs, essays, novels, images, music, and film, this class probes the meanings and uses of the "American Dream" in the life of the nation as well as in each of our own lives.

Students will explore:

- Topics such as how class is experienced in daily life and how it intersects with other forms of social difference such as race and gender.
- Speaking and listening skills through classroom discussions and debates.
- Reflect upon and communicate personal responses to "The American Dream"

**English 11/12: Dissecting Diversity: An Examination of Multicultural Literature (Honors)**Grade: 11/12Credits: 1.0 (Full Year)Grad. Req: English

In this course, students will be exposed to diverse literature focusing on underrepresented voices. Students will explore these cultures through novels, plays, music, films, poems, and short stories from a variety of authors. Throughout the course, students will examine their own belief systems, cultures, and interests.

Students will also explore:

- Themes such as belonging, tolerance and social justice.
- Authors such as Sherman Alexie, James Baldwin, Junot Diaz, Amy Tan, Rudolfo Anaya, and Ta-Nehesi Coates.
- Writing from a variety of genres such as memoir and personal narrative, literary analysis, and research.

**English 11/12: Shakespeare Speaks Honors**Grade: 11/12Credits: 1.0 (Full Year)Grad. Req: English

Most students hear the name “Shakespeare” and run away in fear. But what is he really saying? This course will explore his history, his words, his sonnets and his plays in order to discover the meanings buried within his works. Through reading, acting, writing and many interactive projects Shakespeare will become a love not a fear.

**Dual Enrollment: English 101**Grade: 11/12Credits: 1.0 (Full Year)Grad. Req: English

*Prerequisite(s): GLCPS Early College Dual Enrollment Program; 3.0 or higher; Satisfactory performance on the writing skills test; passing score on the College's reading placement test*

“College-Composition I provides students an opportunity to develop and reflect on their own process of writing through various stages of planning, composing, revising, and editing. In addition, students learn how to formulate and support a thesis using a number of rhetorical strategies, to engage in the research process and to practice critical reading strategies for the purpose of documenting credible sources to support claims. Students write in accordance with the conventions of written English and incorporate digital tools and technologies.” (BCC Course Catalog)

**Dual Enrollment: English 102**Grade: 12Credits: 1.0 (Full Year)Grad. Req: English

*Prerequisites: GLCPS Early College Program acceptance; eligible scores on the Accuplacer; 3.0 GPA or higher  
Also, BCC English101*

Students read and respond to diverse literary texts while continuing to build on the critical thinking and writing skills developed in ENG 101. This course provides a foundation for the study of literary genres, including poetry, drama, the novel, and the short story. Students apply literary terminology and theory and use evidence to support their responses through a variety of writing assignments. In so doing, they make connections between their lives and the world. (BCC Course Catalog)



## **Math Course Descriptions**

*(Honors credit requires an 87% or higher in the previous course)*

### **Algebra 1A/Geometry (CP) with Pre-Algebra Lab**

Grade: 9

Credits:1.5

Grad.Req: Math/Elective

*Prerequisites: N/A*

This course is designed to review and give deeper understanding of Algebra I while also introducing Geometry topics.

Students are exposed to broad conceptual themes:

- Numeracy or quantitative analysis
- Functions
- Logic and Congruence

### **Algebra 1 (CP) with Algebra Lab**

Grade: 9

Credits:1.5

Grad.Req: Math/Elective

*Prerequisites: N/A*

This course is designed to continue math topics learned in middle grades and introduce expressions involving one or two variables  $(x,y)$ .

Students are exposed to the following broad conceptual themes:

- Real Number System and Quantities
- Interpreting and building functions
- Linear, Quadratic and Exponential models of functions
- Creating Equations and Expressions and Inequalities
- Interpreting Categorical and Quantitative data

### **Geometry (CP/H) with Algebra Prep Lab**

Grade: 9-11

Credits:1.5

Grad.Req: Math/Elective

*Prerequisites: Algebra I or Teacher Recommendation/Counselor Approval*

This course is designed to continue geometry topics learned in middle grades while integrating algebraic concepts.

Students are exposed to the following broad conceptual themes:

- Congruence
- Similarity, Right triangles, transformations, trigonometry
- Circles, Conics,
- Geometric Measure and Dimension
- Expressing Geometric properties with equations
- Using probability to make decisions

**\*\*Geometry Honors** option is available with an 87% or higher, and/or teacher recommendation. Honors class is faster paced and goes more in-depth on topics.

### **Algebra 2 (CP/H) (\*Gr10: with SAT Prep Lab)**

Grade: 10-12

Credits:1.0 (Full Year)

Grad.Req: Math/Elective

*Prerequisites: Algebra 1B/Geometry or Geometry*

This course is designed to continue and expand on math topics learned in Algebra I.

Students are exposed to the following broad conceptual themes:

- Complex Number System and Quantities
- Vector and Matrix quantities
- Polynomials, rational expressions, equations, and inequalities
- Functions: linear, quadratic, exponential, trigonometric
- Making inferences and justifying conclusions

**\*\*Algebra II Honors** option is available with an 87% or higher in Honors Geometry and/or teacher recommendation. Honors class is faster paced and goes more in-depth on topics.

**Trigonometry (CP)**Grade: 11-12Credits:1.0 (Full Year)Grad.Reg: Math*Prerequisites: Algebra 2*

Students are exposed to four broad conceptual themes:

- Trigonometric Identities and Equations
- Trigonometric Functions Using the Unit Circle
- Law of Sines and Cosines
- Vectors

**Statistics (CP/H)**Grade: 11-12Credits:1.0 (Full Year)Grad.Reg: Math*Prerequisites: Algebra 2; Honors requires an 87% or higher in Algebra 2*

Students are exposed to four broad conceptual themes:

- Exploring data: describing patterns and departures from patterns
- Sampling and experimentation: planning and conducting a study
- Anticipating patterns: exploring random phenomena using probability and simulation
- Statistical inference: estimating population parameters and testing hypotheses

**Financial Literacy (CP)**Grade: 12Credits:1.0 (Full Year)Grad.Reg: Math*Prerequisites: Algebra 2*

Seniors will explore topics in Mathematics as it pertains to practical life situations in Personal and Business Finance.

Students are exposed to the following broad conceptual themes:

- Earning Income
- Buying Goods and Services
- Using Credit
- Saving/Financial Investing
- Protecting and Insuring

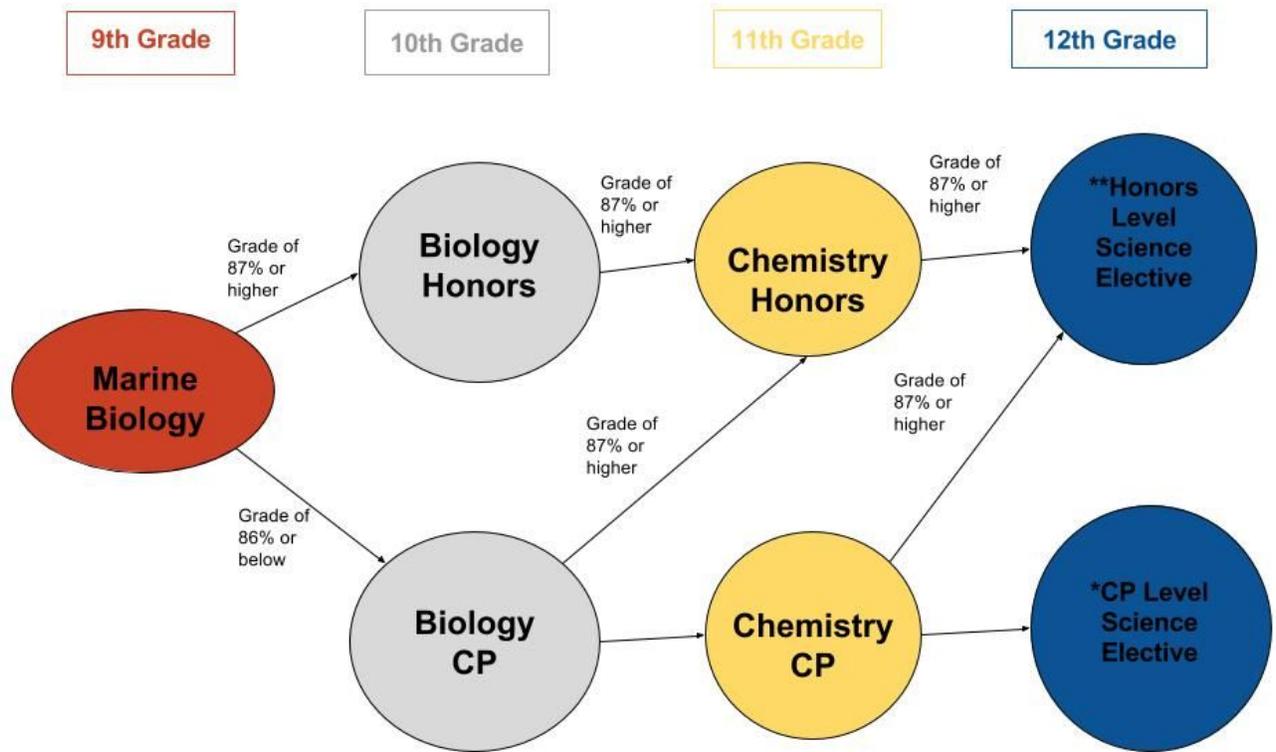
**Pre-Calculus Honors**Grade: 12Credits:1.0 (Full Year)Grad.Reg: Math*Prerequisites: Algebra 2 Honors*

This course is designed to combine all previous math coursework topics to prepare students for the study of Calculus.

Students are exposed to the following broad conceptual themes:

- Complex Number System
- Vector and Matrix Quantities
- Polynomial and Rational Equations, Expressions, and Inequalities
- Linear, Quadratic, Exponential and Trigonometric Functions
- Conic and Polar Coordinates

# SCIENCE PATHWAY



## Science Course Descriptions

*(Honors credit requires an 87% or higher in the previous course)*

### **Marine Science (CP) (Lab-based Science)**

Grade: 9

Credits: 1.0 (Full Year)

Grad.Reg: Science

This project based course is designed as a bridge to high school science, and preparation for MCAS Biology class. Additionally, the subjects explored in this course emphasizes the connection between abiotic and biotic factors within the ocean environment. As the students travel through different ocean environments, students explore the physical and biological world in the marine environment. Through research, analysis and presentations students demonstrate the relationships within aquatic ecosystems. Topics include, but are not limited to, estuaries, salt marshes, beaches, upwelling, coral reefs, lagoons, hydrothermal vents, trenches, open ocean and plankton. Interdisciplinary study with History on Whales and Whaling

### **Biology (CP) (Lab-based Science)**

Grade: 10

Credits: 1.0 (Full Year)

Grad. Req: Science

*Prerequisite: Marine Biology*

College Prep Biology will cover organic chemistry, cell structure, cell function, photosynthesis, cellular respiration, DNA science, genetics, heredity, ecosystems, evolution and biodiversity. Students will investigate the interrelationship among the human body systems while maintaining homeostasis at the cellular level. Laboratory experiences include dissections of preserved specimens, investigation design and analysis and interpretation of data. This course is designed to satisfy the requirements of the Biology grade 10 subject specific MCAS test.

### **Biology (H) (Lab-based Science)**

Grade: 10

Credits: 1.0 (Full Year)

Grad. Req: Science

*Prerequisite: Marine Biology (final grade of 87% or better)*

This course is an accelerated detailed study of living things from biochemical compounds to complex vertebrates. Topics include organic chemistry, cell structure, cell function, photosynthesis, cellular respiration, DNA science, genetics, heredity, ecosystems, and animal phyla from the simplest form to human. Students investigate the interrelationships among the human body systems while maintaining homeostasis at the cellular level. Laboratory experiences include dissection of preserved specimens, investigation, design and analysis and interpretation of data.

- Course assumes students have already grasped skills in the foundation of life science, lab procedures, and scientific reasoning.
- Students must have excellent reading skills and be able to study independently. Essays will be a part of exams.
- Team problem solving and modeling are expected.

### **Chemistry (CP) (Lab-based Science)**

Grade: 11-12

Credits: 1.0 (Full Year)

Grad. Req.: Science

*Prerequisite: College Prep Biology*

Chemistry is available to juniors and seniors. In this course, students study properties of matter, atomic structure and nuclear chemistry, periodicity, chemical bonding, chemical reactions and stoichiometry, states of matter, kinetic molecular theory and thermochemistry, solutions, rates of reaction, equilibrium, acid and bases, and oxidation-reduction reactions. Throughout the course, scientific inquiry skills will be used in instruction, presentation, projects, and labs.

### **Chemistry (H) (Lab-based Science)**

Grade: 11-12

Credits: 1.0 (Full Year)

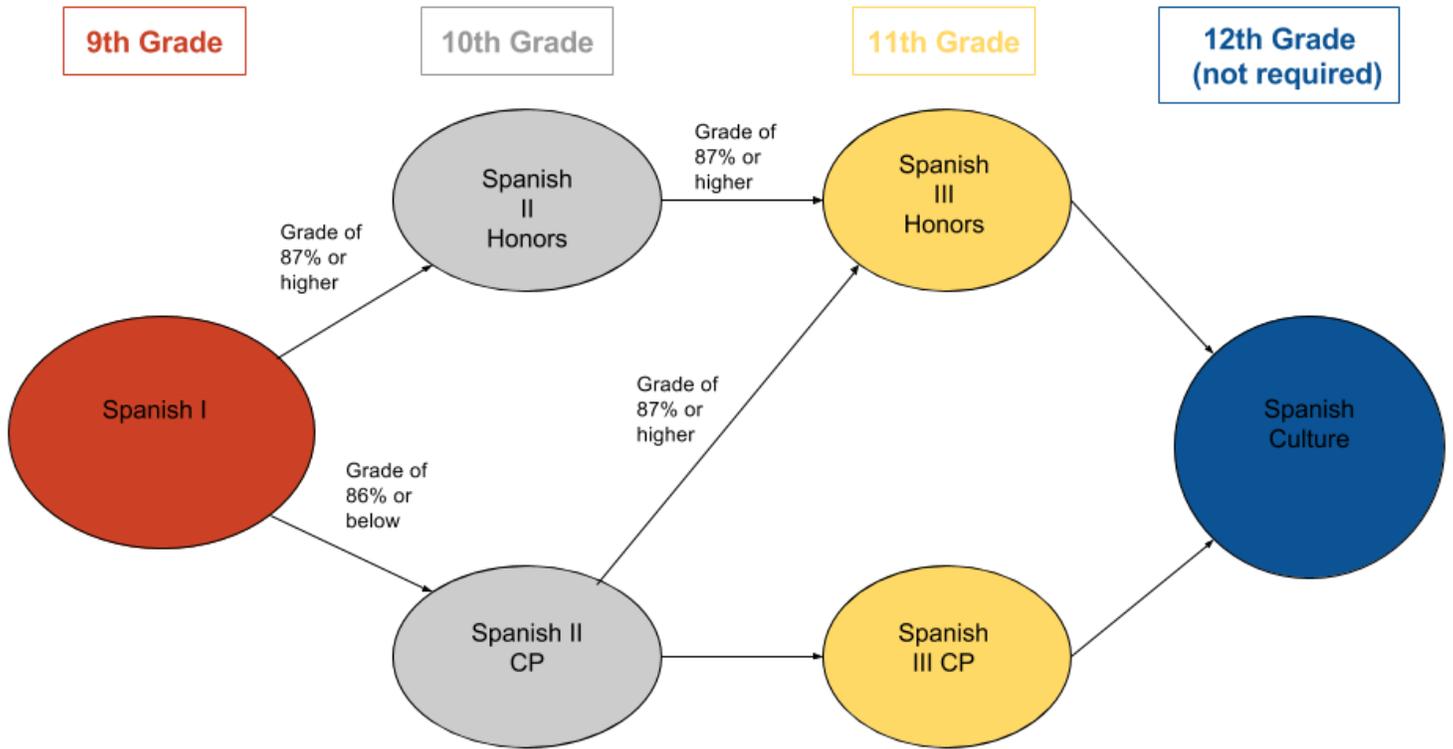
Grad.Reg.: Science

*Prerequisite: Honors or College Prep Biology*

Please see description of College Prep Chemistry.

Additionally honors students are introduced to carbon-containing compounds. Included is the study of hydrocarbons, alcohols, carbonyl compounds, amines, as well as bio-organic compounds. Topics include bonding, structure and properties of organic compounds, stereochemistry, kinetics and thermodynamics, substitution and elimination reactions, structure, synthesis, and reaction of alkenes, alkynes, and alcohols,

# GLOBAL LANGUAGE: SPANISH



## **Global Language Course Descriptions**

*(Honors credit requires an 87% or higher in the previous course)*

### **Spanish I (CP)**

Grade : 9/10

Credits : 1.0 (Full year)

Grad Req. Global Language

*Prerequisites: None*

This course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

- carry on basic everyday conversations in Spanish
- complete reading and listening comprehension activities in Spanish
- gain knowledge and understanding of the Spanish culture

### **Spanish II (CP)**

Grade : 10/11

Credits : 1.0 (Full year)

Grad Req. Global Language

*Prerequisites: Successful completion of Spanish I*

Spanish 2 builds upon knowledge gained in Spanish 1. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses. Students will be expected to apply them in their writing and speaking.

### **Spanish III (CP)**

Grade : 11/12

Credits : 1.0 (Full year)

Grad Req. Global Language

*Prerequisites: Successful completion of Spanish II*

This course builds upon knowledge gained in Spanish 1 & 2. The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish 2, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts such as the imperfect tense. Class instruction is in Spanish 95% of the time.

### **Spanish II and III Honors**

Grade : 10/11/12

Credits : 1.0 (Full year)

Grad Req. Global Language

*Prerequisites: Completion of Spanish I & II with an average of 87% or higher*

Modeled after a college level language class, these Honors course will cover the same content at Spanish 2 or 3 but in more depth and more quickly allowing students to further their skills and knowledge of the writing, speaking, listening and reading of Spanish at a more advanced level. To qualify for this Honors level course, students must receive at least a 87% or above in the prerequisite course (if applicable) and/or complete an entrance exam administered by the GLCPS World Language Teacher with at least a 87% or above. Exam will include listening, speaking, reading and writing skills.

### **Portuguese I (CP)**

Grade : 9-12

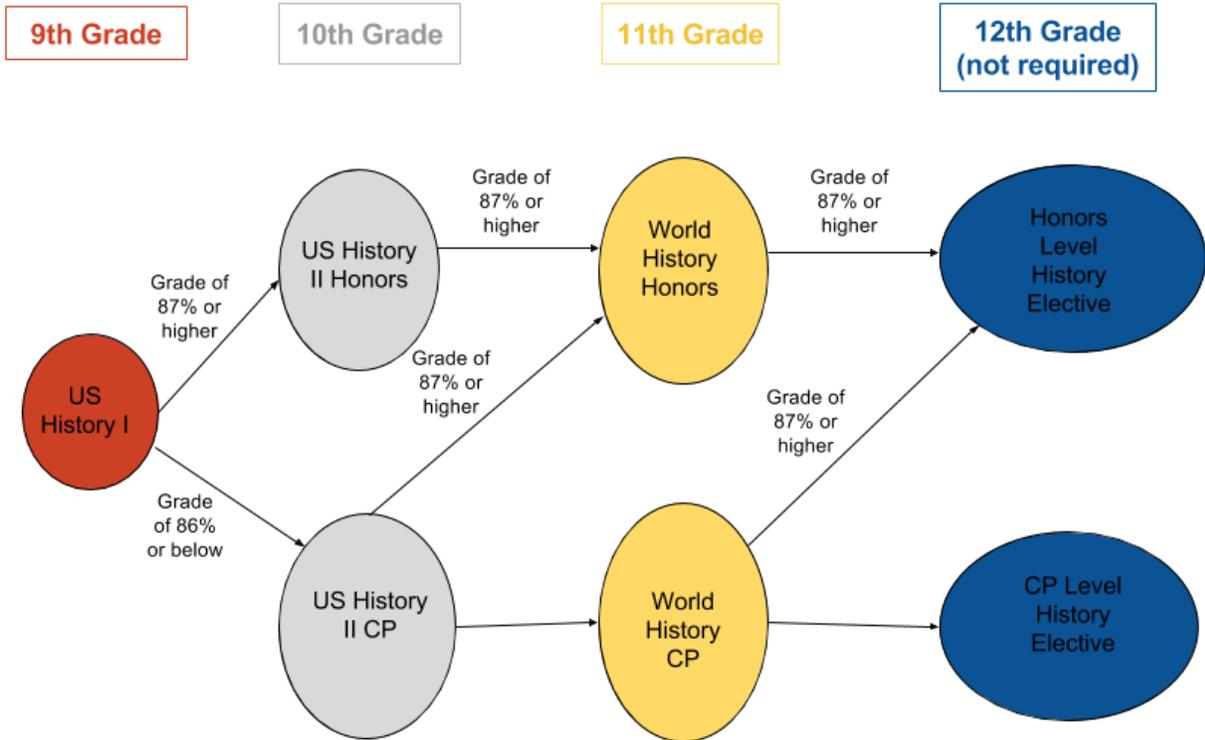
Credits : 1.0 (Full year)

Grad Req. Global Language

*Prerequisites: None*

*\*Added for the 2017-2018 academic year; course will expand to advanced levels in future years.*

# HISTORY PATHWAY



## **History Course Descriptions**

(Honors credit requires an 87% or higher in the previous course)

### **United States History I: The Founding of the Nation through the Civil War (CP)**

Grade: 9                      Credits: 1.0 (Full Year)                      Grad.Reg.: History

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. America's westward expansion, the establishment of political parties, and issues of economic and social change are also explored. Finally, students learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Classes may be of college prep or honors level.

### **United States History II: U.S. History II Reconstruction to the Present 1877-2001 (CP)**

Grade: 10                      Credits: 1.0 (Full Year)                      Grad.Reg.: History

Students analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. The goals and accomplishments of the Progressive Movement and the New Deal are examined, and students learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. The reading of primary source documents is a key feature of the two-year set of U.S. history standards. Classes may be of college prep or honors level.

### **United States History II Hon: U.S. History II Reconstruction to the Present 1877-2001 (H)**

Grade: 10                      Credits: 1.0 (Full Year)                      Grad.Reg.: History

The Honors course does more in-depth study of content and works at a quicker faster pace. In addition, summative assessments in the honors section reflect the in-depth study of content. Honors students are expected to be self motivated and open to rigor which expose them to higher level thinking.

### **World History: The Founding of the Nation-State to the Present (CP)**

Grade: 11                      Credits: 1.0 (Full Year)                      Grad.Reg.: History

The theme of the course of study is conflict: regional, national and global. Students study the rise of the nation-state in Europe and the concept of "nation" and its implication in the world. They examine the origins, consequences and technologies of the Industrial Revolution and discuss social and political reforms in late 19<sup>th</sup> and early 20<sup>th</sup> century. Students apply their global learning to issues which face the world today. Classes may be of college prep or honors level.

### **World History Honors: Port to Port (H)**

Grade: 11/12                      Credit: 1.0 (Full year)                      Grad Reg. History

- Students examine the role of ports in the development of modern civilizations and take an in-depth look at the local port of New Bedford.
- Students study the influx of human and natural resources in port cities around the world, the implications of these additions to cultures and cities, as well as how globalization began.
- This course includes regular field study, journal writing, sketching and multi-sensory projects.

### **World History Honors: World Religions (H)**

Grade: 11/12                      Credit: 1.0 (Full year)                      Grad Reg. History

*\*New for the 2017-2018 academic year.*

## **Academic Elective Courses**

*\*All count towards GPA, unless listed as UL (Unleveled)*

### **College Prep Electives**

SAT Prep (Quarter0.25/10-11)

### **English Electives**

Creative Writing (Quarter0.25/All Grades)

### **Science Electives**

Biotechnology (FY11/12)  
 Green Chemistry (CP) (Sem0.5/11-12)  
 Nutrition Science (CP) (Sem0.5/11-12)  
 Environmental Science (CP) (FY11/12)  
 Adv. Topics—Marine Bio & Ocean. (CP)(Sem0.5/11-12)  
 Astronomy(CP)(Sem0.5/11-12)  
 Meteorology (CP)(Sem0.5/11-12)  
 Anatomy (CP/H)(FY11-12)  
 Immunology (CP)(Sem.5/11-12)  
 Bioethics (CP)(Sem.5/11-12)

### **Foreign Language Electives**

World Culture I (CP) (Sem0.5/11-12)

### **History Electives**

Art History 1/2 (CP) (Sem0.5)  
 Current Events (CP) (Sem0.5)  
 Intro to Religious Studies (CP) (Sem0.5/11-12)

### **Internship/Independent Option (Req. Proposal)**

Community-based Internship (Quarter0.25/11-12) \*UL

### **Academic Support Electives**

Academic Support (CP) (Quarter 0.25/9-10)

### **English Language Department Courses**

ELD Grade 9 (CP) (FY)  
 ELDGrade 10 (CP) (FY)  
 ELD Grade 11 (CP) (FY)  
 ELD Grade 12 (CP) (FY)

### **Early College Dual Enrollment Program**

English101 (11-12)  
 Sociology (11-12)

## College Prep Electives

### **SAT Preparation**

Grade: 10-11

Credits: 0.25 (Quarter)

Grad. Req: Elective

Students will participate in SAT test preparation to prepare for PSAT testing in 10th and 11th grade, as well as SAT testing in spring of their junior year and fall of their senior year. This course will review the three major assessment areas: Reading, Math, and Writing.

## English Electives

### **English: Creative Writing (CP)**

Grade: 9-12

Credits: 0.25 (Quarter)

Grad. Req: English - Elective

The Creative Writing elective is open for students who want to spend more time exploring writing through a creative lens. Writers in this elective are free to write in and experiment with multiple genres. The workshop style class allows for independent writing goals as well as exposure to and celebration of both peer and professional writing.

## Science Electives

### **Biotechnology (H)**

Grade: 11-12

Credits 0.5 (Half Year)

Grad.Req.: Science

PreRequisites: Marine Science, Biology, Chemistry (concurrent enrollment acceptable)

This course is a comprehensive program that prepares students for a variety of post-secondary options including community or career college biotechnology certificate programs, four-year biotechnology degree programs, and industry workplaces. Students gain from the extensive skill development, science methods, and career exploration that permeate the curriculum. Biotech is an integrated science where students learn and apply biology, chemistry, physics, and mathematics. Students see meaning in their other math and science courses.

### **Green Chemistry (CP) (Lab-based Science)**

Grade: 11/12

Credits: 0.5 (Semester)

Grad.Req.: Science

*Prerequisite: Honors or College Prep Chemistry*

Course Description: Green chemistry or environmentally "benign chemistry" is the design of chemical products and processes that reduce or eliminate the use and generation of hazardous substances. The course is a study of how chemical practices around the world are changing to accommodate the needs of our environment. Major themes will include sustainability, green chemistry, toxicology, ecosystems and managing our waste. It will include an in-depth look at how and why significant changes are being made to processing and manufacturing plants globally for environmental reasons.

### **Nutrition Science (CP) (Lab-based Science)**

Grade: 11/12

Credits: 0.5 (Semester)

Grad.Req.: Science

*Prerequisite: Honors or College Prep Biology*

This course is an integration of nutrition science with its application to diet and health. Topics include macro- and micronutrients; digestion, absorption, and metabolism; body composition and weight management; vegetarianism; sports nutrition; chronic disease; and environmental issues. Students conduct a computer analysis of their own diets, and learn how to improve on them. Emphasis is placed on nutrient and energy requirements for individuals throughout their life spans.

### **Environmental Science (CP) (Lab-based Science)**

Grades: 11/12

Credits: 1.0 (Full Year)

Grad.Req.: Science

*PreRequistes: Biology and Chemistry (concurrent enrollment acceptable)*

Students will learn the key features of ecology by studying energy flow and chemical cycling through the ecosystem, ecosystem succession, predator-prey relationships, natural selection, population dynamics and invasive and endangered species. Students will analyze current local and global environmental issues such as pollution, global climate change, and environmental public health issues, and utilize problem solving and critical

thinking skills to propose solutions for these problems. Students will develop at least one major project that connects human society to environmental processes.

**Advanced Topics in Marine Biology and Oceanography (CP) (Lab-based Science)**

Grade: 11/12                      Credits: 1.0 (Full Year)                      Grad.Reg.: Science

*PreRequisites: Marine Biology, Biology, Chemistry (concurrent enrollment acceptable)*

This student driven, project based course is designed to encourage students to research topics in Marine Biology and Oceanography. There will be a large Current Events Component, Field Studies, Independent Research and Laboratory work. Topics will include, but are not limited to, endangered species conservation, invasive species in the Caribbean, fishery management policy, offshore wind, marine microplastics, ocean acidification, primary productivity, coral bleaching, and evolution of sea turtles, whales and sharks.

**Astronomy (CP, H)**

Grade: 11-12                      Credits 0.5 (Half Year)                      Grad.Reg.: Science

*PreRequisites: Marine Science, Biology, Chemistry (concurrent enrollment acceptable)*

This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets. The course gives a description of astronomical phenomena using the laws of physics. The topics addressed are: the size and scale of our solar system, galaxy, and universe; our Sun and our Moon; the constellations in our sky; both ancient and modern astronomers; how stars burn fuel; the methods scientists use to study distant stars; the birth, life, and death of stars; the planets within our own solar system; space exploration missions and the search for extraterrestrial life.

**Meteorology (CP, H)**

Grade:11- 12                      Credits: 0.5 (Half Year)                      Grad.Reg: Science

*PreRequisites: Marine Science, Biology, Chemistry (concurrent enrollment acceptable)*

Students in this course will study and learn how meteorologists monitor the weather using weather maps, satellites, radar, and physical and observational measurements of the atmosphere and sky. Students will also study the atmosphere's: origin, composition and structure, solar and terrestrial radiation, heat and temperature, climate, air pressure, humidity, saturation and stability, clouds, precipitation, wind, air masses, fronts, cyclones, anticyclones, thunderstorms, tornadoes, hurricanes, and weather forecasting techniques. In addition, scientific reasoning, the scientific method, graphing, and the metric system will be taught.

**Anatomy (CP, H)**

Grade:11- 12                      Credits: 1.0 (Full Year)                      Grad.Reg: Science

*PreRequisites:*

*\*Added for the 2017-2018 Academic Year*

**Immunology (CP)**

Grade:11- 12                      Credits: 0.5 (Half Year)                      Grad.Reg: Science

*PreRequisites:*

*\*Added for the 2017-2018 Academic Year*

**Bioethics (CP)**

Grade:11- 12                      Credits: 0.5 (Half Year)                      Grad.Reg: Science

*PreRequisites:*

*\*Added for the 2017-2018 Academic Year*

## Global Language Electives

### **World Culture I (CP)**

Grade: 11/12

Credits : 0.5 (Semester)

Grad Req. Global Language-Elective

*Prerequisites: None*

This research-based elective course further students knowledge of cultures throughout the world. Skills will include research and presenting.

## History Electives

( \*Offered in 2016-2017)

### **Art History**

Grade: 11/12

Credit: 0.5 (Semester)

Grad.Reg.: History or Art Elective

- This is a survey course of western art.
- We examine the major monuments and masterpieces of western painting, sculpture and architecture as examples of humankind's achievements in the visual world.
- Students learn what the role of the art historian is and how an art historian examines and appreciates a work of art. While changes in form, style and function are emphasized, an attempt is also made to understand the development of unique and continuous traditions of visual imagery throughout western art.

### **Current Events**

Grades: 11/12

Credits: 0.5 (Semester)

Grad Req: Elective-History

- This is a course in which we will take a historical and contemporary look at issues in international politics, U.S. foreign relations, U.S. domestic policy, and the global economy.
- This course provides students an opportunity to familiarize themselves with the issues that frequent newspapers, television news, and other popular media and fuel the controversies that both divide our population here in the United States and around the globe.
- Students can create a blog for GLCPS community and beyond.

### **Introduction to Religious Studies**

Grades: 11/12

Credits: 0.5 (Semester)

Grad Req: Elective-History

- Students taking this course should have strong reading and writing skills In this history survey course students will examine different forms of religious expression.
- Students will be required to complete readings and view films to gain a better understanding of different religious practices.
- Students will be exposed to multiple forms of religions in this class including but not limited to: Christianity, Judaism, Islam, Hinduism, Buddhism.

## Specialized Programs

### Internship Study

#### **Community-based Internship (UL)**

Grade: 11/12

Credits: 0.25 (Quarter)

Grad.Reg.: Elective

Internships are intended to provide students the opportunity to explore career fields of interest and connect to the larger community. \*Students must submit a proposal for a community-based internship for administrative approval. Transportation is required by students.

### Academic Support

#### **Academic Support**

Grade: 9, 10

Credits: 0.25 (Quarter)

Grad. Req: Elective

*Prerequisite: Special Education IEP*

In these workshop model courses, special education students will work with teachers and peers to develop essential skills across all subject areas that will help them be successful in their classes. The main focus of the course is on developing independence in students so that they can succeed on their own as they progress through high school and into their colleges and careers.

### English Learner Education - ELE

#### **ELD 9 (English Language Development 9)**

Grade: 9

Credits: 1.0 (Full Year)

Grad Req: Elective Credit for EL Students

This course is an integrated English language development program which draws its content from a variety of academic areas: American History I, Marine Science, 9th English, and Algebra I in a project-based learning curriculum.

This course is designed to move English Learners up one or more English language development levels by addressing the Academic Language domains (listening, speaking, reading, and writing) and skills in processing and producing texts at the:

- Discourse Level (linguistic complexity)
- Sentence Level (language forms and conventions)
- Word/Phrase Level (vocabulary usage)

#### **ELD 10 (English Language Development 10)**

Grade: 10

Credits: 1.0 (Full Year)

Grad Req: Elective Credit for EL Students

This course is an integrated English language development program which draws its content from a variety of academic areas: American History II, Biology, 10th grade English, and Geometry in a project-based learning curriculum.

This course is designed to move English Learners up one or more English language development levels by addressing the Academic Language domains (listening, speaking, reading, and writing) and skills in processing and producing texts at the:

- Discourse Level (linguistic complexity)
- Sentence Level (language forms and conventions)
- Word/Phrase Level (vocabulary usage)

#### **ELD 11 (English Language Development 11)**

Grade: 11

Credits: 1.0 (Full Year)

Grad Req: Elective Credit for EL Students

This course is an integrated English language development program which draws its content from a variety of academic areas: World History I, Chemistry, 11th English, and Algebra II. This course is designed to move English Learners up one or more English language development levels by addressing the Academic Language domains (listening, speaking, reading, and writing) and skills in processing and producing texts at the:

- Discourse Level (linguistic complexity)
- Sentence Level (language forms and conventions)
- Word/Phrase Level (vocabulary usage)

**ELD 12 (English Language Development 12)**Grade: 12Credits: 1.0 (Full Year)Grad Req: Elective Credit for EL Students

This course is an integrated English language development program which draws its content from a variety of academic areas: World History II, Physics, 12th English, and Pre-Calculus in a project-based learning curriculum. This course is designed to move English Learners up one or more English language development levels by addressing the Academic Language domains (listening, speaking, reading, and writing) and skills in processing and producing texts at the:

- Discourse Level (linguistic complexity)
- Sentence Level (language forms and conventions)
- Word/Phrase Level (vocabulary usage)

**Early College Dual Enrollment Program**

GLCPS expands our partnership with Bristol Community College (BCC) this year. Students with qualifying GPAs (3.0) and Accuplacer scores can enroll in tuition-free college courses at BCC through the advanced or elective courses offered by GLCPS during the school day, or outside of school on a space-available basis. Dual Enrollment courses occurring outside the school day are limited in number and must be paid for by students prior to the start of classes (unless low-income status is confirmed Free/Reduced Lunch program participation or other criteria established by BCC).

**2017-2018 BCC Dual Enrollment Offerings (Jacobs' Center; grades 11-12)**

- English 101
- Sociology
- Calculus
- Physics

**Program Information:**

- GLCPS Dual Enrollment course offerings are available for students in grades 11-12.
- By participating in Dual Enrollment, students can prepare for post-secondary studies while enhancing their high school GPA, and making themselves more competitive in the college admission process.
- High School and college credit is awarded for successful completion of Dual Enrollment courses, therefore students often receive advanced academic placement when they enroll in college. This can offer students and their families' considerable savings on the total cost of a higher education.
- All eligible students must take the Accuplacer college placement tests at BCC to earn the required prerequisite scores for their selected Dual Enrollment course(s) and complete the required application.
- Students must maintain a 3.0 BCC GPA to continue in the Dual Enrollment program.
- Dual enrollment courses will be documented on students' GLCPS high school transcripts.
- Further, GLCPS is unable to provide transportation for courses outside the school day, therefore, each student is responsible for transporting him/herself to the relevant campus.
- While there is no fee for tuition for GLCPS school-day DE courses, students are responsible for the cost of textbooks and course material fees. Some previously used textbooks are available in the College & Career Center on a first come first serve basis.

**Dual Enrollment: English 101**Grade: 12Credits: 1.0 (Full Year)Grad.Reg: English

*Prerequisite(s): GLCPS Early College Dual Enrollment Program; 3.0 or higher; Satisfactory performance on the writing skills test; passing score on the College's reading placement test*

"College-Composition I provides students an opportunity to develop and reflect on their own process of writing through various stages of planning, composing, revising, and editing. In addition, students learn how to formulate and support a thesis using a number of rhetorical strategies, to engage in the research process and to practice critical reading strategies for the purpose of documenting credible sources to support claims. Students write in accordance with the conventions of written English and incorporate digital tools and technologies." (BCC Course Catalog)

**Dual Enrollment: Sociology**Grade: 11/12Credits: 1.0 (Full Year)Grad. Req: Elective-History

This is an introductory BCC course which presents the basic processes of human interaction and the concepts which describe their operation in everyday life. It studies the impact of culture, how we learn and conform to

culture, and why deviance occurs. Principles of group behavior and social organization are viewed in the context of American culture and subcultures. Prerequisite: A passing score of 3 or better on the College's English placement test or C or better. A passing score of 68 on the College's Reading placement test. Three lecture hours per week.

**Dual Enrollment: English 102**

Grade: 12

Credits: 1.0 (Full Year)

Grad.Reg: English

*Prerequisites: GLCPS Early College Program acceptance; eligible scores on the Accuplacer; 3.0 GPA or higher  
Also, BCC English101*

Students read and respond to diverse literary texts while continuing to build on the critical thinking and writing skills developed in ENG 101. This course provides a foundation for the study of literary genres, including poetry, drama, the novel, and the short story. Students apply literary terminology and theory and use evidence to support their responses through a variety of writing assignments. In so doing, they make connections between their lives and the world. (BCC Course Catalog)

## **Arts, Wellness & Technology Electives**

*\*All courses are Unleveled and not counted in GPA\*  
(\*\*0.25 Units)*

### **Arts \*1.0 Required for Graduation**

#### *Fine Arts*

Studio Arts Survey (9/10)  
Art & Culture (9/10)  
3D Design/Clay I (9/10)  
Graphic Design/Digital Photography I (9/10)

Studio Masters (11/12)  
Art In Action (11/12)  
Mural Painting (11/12)  
3D Design/Clay II (11/12)  
Graphic Design/Digital Photography II (11/12)

#### *Performing Arts*

##### *Music*

High School Band I (9/10)  
High School Band II (11/12)

#### *Tang Soo Do \*Counts for Fine Arts or Wellness*

Tang Soo Do—Beginner  
Tang Soo Do—Intermediate  
Tang Soo Do—Advanced  
Tang Soo Do—Mastery

### **Wellness \*1.0 Requirement for Graduation**

Competitive Sports I (9/10)  
Fitness I (9/10)  
Competitive Sports II (11/12)  
Fitness II (11/12)

#### *Tang Soo Do \*Counts for Fine Arts or Wellness*

Tang Soo Do—Beginner  
Tang Soo Do—Intermediate  
Tang Soo Do—Advanced  
Tang Soo Do—Mastery

### **Technology \*.5 Requirement for Graduation**

Digital Media Literacy (9-12) @Main  
Game Design I (9/10) @Main  
Game Design II (11/12) @Main  
Exploring Computer Science Principals (11/12) @ Main  
Computer Science Principals (11/12) @JC  
Technology Seminar (11/12) [\*0.5] @JC

## Arts, Wellness & Technology Electives

### Fine Arts Electives

#### **Studio Art Survey**

Grade: 9/10

Credits: 0.25 (Quarter)

Grad Req: Fine Arts

The high school elective Studio Art Survey will expose student artists to a variety of traditional arts mediums while also expanding their use of the language of Fine Art. Artists will create a portfolio of work as they explore different mediums. Each project will strengthen their understanding of art and introduce skills that can be applied to any material.

#### **Art and Culture**

Grade: 9/10

Credits: 0.25 (Quarter)

Grad Req: Fine Arts

The high school elective Art and Culture will explore why artists create works of art. The class will look at the role of art both locally and globally. Hands on projects will be used to reflect and deepen the artist's understanding of art as a part of culture.

#### **3D Design Class/Clay I**

Grade: 9/10

Credits: 0.25 (Quarter)

Grad Req: Fine Arts

Students will expand their understanding of design as it relates to art in its 3-dimensional form. Students will learn a wide range of techniques while working with clay and other materials such as plaster, and wire. Students will gain an appreciation of art forms from various cultures and artists through PPT presentations and classroom discussions. Some of the projects will be to create a coil and pinch pot form, textured slab "thinking out of the box" construction, mosaic, face vessel, and a plaster sculpture.

#### **Graphic Design/Digital Photography I**

Grade: 9/10

Credits: 0.25 (Quarter)

Grad Req: Fine Arts or Tech

In this introductory course in Digital Photography/Graphic Design students will develop their skills in creating computer generated projects that will incorporate images, text, color and digital photos while applying basic design concepts. Students will be able to create, edit, print, and post their images electronically. Students will utilize the Principles and Elements of Design in order to produce successful artwork and they will become skilled with a number of editing tools in the software programs Paint.net and Publisher. Assessment will be based on student's projects, class work, quizzes and quick writes.

#### **Studio Masters**

Grade: 11/12

Credits: 0.25 (Quarter)

Grad Req: Fine Arts

The Studio Masters elective calls on the artists to perfect their skill with a selected art medium. Artists will create a portfolio that shows their proficiency of traditional art and their mastery of the material of their choice. Finished art pieces will be displayed in art shows throughout the local community as students truly become a working fine art artist.

#### **Art in Action**

Grade: 11/12

Credits: 0.25 (Quarter)

Grad Req: Fine Arts

The Art in Action elective is the culminating class of the Community Arts pathway. This class will focus on creating works of art that bring their message to a broad audience. Ideas of social justice and celebrating culture will guide the artists as they create installations or works of art for display within the local community and beyond.

#### **Mural Painting**

Grade: 11/12

Credits: 0.25 (Quarter)

Grad Req: Fine Arts

A combination of traditional and community art, this class will ask students to plan, propose, and execute large scale community art pieces for the school or within our local community.

#### **3-D Design/Clay II**

Grade: 11/12

Credits: 0.25 (Quarter)

Grad Req: Fine Arts

Technical skills and formal vision will be addressed in this level 2 course in 3-D Design. Students will develop critical thinking and problem solving skills as they explore sculptural issues of space, volume, mass and line.

Students will learn a wide range of techniques while working with clay and other materials such as plaster and metal foil. Students will gain an appreciation of art forms from various cultures and artists through PPT presentations and classroom discussions. Some of the projects will be to create a letter sculpture, a relief tile, personal vessel, collaborative piece and a plaster organic form. Art is about communication, therefore students will be asked to speak clearly about their artistic intent in classroom critiques.

### **Graphic Design/Digital Photography II**

Grade: 11/12

Credits: 0.25 (Quarter)

Grad Req: Fine Arts or Tech

In this course students will continue to develop their skills in creating computer generated projects that will incorporate images, text, color and digital photos while applying advanced design concepts. Students will be able to create, edit, print, and post their images electronically. Students will utilize the Principles and Elements of Design in order to produce successful artwork and they will increase their skills in the software programs Paint.net and Publisher. Assessment will be based on student's projects, class work, quizzes and quick writes. Art is about communication, therefore students will be asked to speak clearly about their artistic intent in classroom critiques.

### **Music Electives**

#### **High School Band 1**

Grade: 9-10

Credits 0.25 (Quarter)

Grad. Req: Fine Arts

*Prerequisites: MS Band or by Audition*

This course is designed to offer students instrumental study through individual and group lessons; instrumental performance of various styles and genres of music in a symphonic band setting. Full band rehearsals will take place in addition to scheduled course times. Students from beginners to advanced can enroll in this course and are required to take a s a full year elective. Students can choose from percussion and wind instruments. As part of this course the ensemble will participate in State and local group festivals, All-State and District Festivals as well as many performance opportunities.

#### **High School Band 2**

Grade: (10)11-12

Credits 0.25 (Quarter)

Grad. Req: Fine Arts

*Prerequisites: Band 1 or by Audition*

This course is a continuation of instrumental study through individual and group lessons; instrumental performance of various styles and genres of music in a symphonic band setting. Additional public performances will be scheduled along with more complex material played. Full band rehearsals will take place in addition to scheduled course times. Students intermediate to advanced can enroll in this course and are required to take this course as a full year elective. Students can choose from percussion and wind instruments. As part of this course the ensemble will participate in State and local group festivals, All-State and District Festivals as well as many community performance opportunities.

### **Wellness Electives**

#### **Competitive Sports I/II**

Grade: 9-10/11-12

Credits 0.25 (Quarter)

Grad. Req: Wellness

Students are provided with knowledge, experience, and an opportunity to develop skills in team and individual sports. Our focus is on individual competence and versatility in movement skills, understanding rules, and sportsmanship. Sports studied include, but are not limited to: basketball, volleyball, badminton, baseball and soccer. Proper warm - up techniques and full body workouts will also be a strong focus.

(\*9-10th Grade may only take one PE course per year.)

#### **Fitness I/II**

Grade: 9-10/11-12

Credits 1.0 (Full Year)

Grad. Req: Wellness

Students learn about fitness concepts that contribute to lifelong health and well-being, Students gain knowledge, experience and fitness skills which empower them to improve their overall health. Topics in this class include: cardiovascular fitness, strength training, endurance, flexibility, and body composition. Our focus is on individual competence and versatility in movement skills, understanding movement concepts and body dynamics, and relating physical activity to lifelong health and wellness. Students will also compete in many sports and games that which will help contribute to overall health.

(\*9-10th Grade may only take one PE course per year.)

**Tang Soo Doo (Appendix A: Complete Program Description)***\*Freshman-Senior: Performance Focus/Senior Final Reflection***Tang Soo Do I - Beginner**Grades 9-12Credits: 0.25 (Quarter)Grad. Req: Fine Arts or Phys Ed.*Prerequisite: none. Ranks earned: White belt, White belt with stripe, Orange belt*

The Beginner program takes students through the foundational stages of Tang Soo Do. All TSD programs are goal oriented with increasing levels of difficulty, ranking and project-based learning outcomes. Testing for ranks is optional. This program meets one semester per year.

**Tang Soo Do Pathway II - Intermediate**Grades 9-12Credits: 0.25 (Quarter)Grad. Req: Fine Arts or Phys Ed.*Prerequisite: Membership in WTSDA with an Orange/Green, Green, Green/Brown, or Brown Belt*

Lessons build on foundational instruction with increasing levels of self-defense and application of techniques

- Students learn intermediate level techniques to become more stable in their understanding of Tang Soo Do.
- Students meet requirements to rank based on their knowledge of rank material, fitness improvements, usage of terminology, rules of the dojang and training procedures.
- In addition, at this level, students are encouraged to begin competing regionally at tournaments to build their understanding and exposure to the art.

**Tang Soo Do Pathway III - Advanced**Grades 9-12Credits: 0.25 (Quarter)Grad. Req: Fine Arts or Phys Ed.*Prerequisite: Brown/Red, Red, or Red/Blue Belt*

Advanced students will continue on the path of previous levels, with in-depth study of Tang Soo Do techniques, history and philosophy.

- Students learn secondary basic hand and kicking techniques, combinations, and more advanced self-defense routines.
- For promotion of advanced ranks, successful students will show increased knowledge and advanced abilities in their understanding of TSD, leadership ability, and good character.
- Exemplary students will be given opportunities to participate as an assistant or instructor in various areas of the dojang.

**Tang Soo Do Pathway IV - Mastery**Grades 9-12Credits: 0.25 (Quarter)Grad. Req: Fine Arts or Phys Ed.*Prerequisite: Blue Belt (Black Belt Candidate) & Black Belt*

Students in this course participate at a Black Belt level.

- Curriculum goals are to improve and master all techniques already learned.
- Students will be given opportunities to participate as an assistant or instructor in all areas of the dojang to deepen their understanding of Tang Soo Do.
- Personal growth indicators are to be a person of exemplary character with distinguished leadership ability.
- Professional goals/Internship credit opportunities:
  - Prepare for, and pass, the WTSDA Region 9 Black Belt Test
  - Show their dedication to the WTSDA and to promoting the art of TSD through teaching opportunities and regional volunteer duties.
  - Exemplary students will be recommended to intern as a teaching assistant with the Introductory or Beginner Tang Soo Do programs, further enhancing their leadership and management skills.

## **Technology Electives**

### **Digital Media Literacy I (Offered with a Yearbook/Website Development Opportunity)**

Grades 9-12

Credits: 0.25 (Quarter)

Grad. Req: Technology

With an every growing and ever changing world of technology, knowledge of desktop and electronic publishing, web design, knowledge of online presence and multimedia usage is not only essential but necessary. In this course students will gain practical knowledge in computer soft skills while understanding the fundamentals of digital design, and use their creativity to apply these skills in practical real world hands-on projects. Students in this course will be responsible for portions of the GLCPS website, upkeep of school wide news channel, yearbook planning and publishing and other multi-media rich project needs. Students will be challenged and encouraged to put their skills to practical use both in school and within the community.

### **Game Design I**

Grades 9/10

Credits: 0.25 (Quarter)

Grad. Req: Technology

In this course students will continue to work on fundamental programming concepts introduced in middle school. Students will build on animation creation and computer game design using Scratch, a graphical programming language developed at MIT, as well as Construct, a more advanced gaming platform. At the end of the course, students create their own computer game and share it with their classmates and the GLCPS community. No previous programming skills are required, but students should be comfortable using a computer and browser, and managing files.

### **Game Design I/II - Main Campus**

Grades 11/12

Credits: 0.25 (Quarter)

Grad. Req: Technology

Using game design and development as the teaching vehicle, students will be exposed to a wide range of concepts and technical skills. Students will learn technical skills related to software development, computer programming and graphic design while being creative and thinking critically to solve problems. Students will learn how to access appropriate digital tools for research and learning and use engineering, physics, and mathematical concepts critical to game development. At the end of the course, students create their own computer game and prepare an advertising campaign to “sell” their game to lower grades.

### **Exploring Computer Science Principles - Main Campus**

Grades 11/12

Credits: 0.25 (Quarter)

Grad. Req: Technology

Computer Science Principles (CSP) is designed to give students foundational computing skills, an understanding of the real-world impact of computing applications, and programming literacy. Students will be challenged to explore how computing and technology can impact the world.

### **Computer Science Principles - Jacobs' Center**

Grades 11/12

Credits: 0.25 (Quarter)

Grad. Req: Technology

Exploring Computer Science (ECS) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. Students will be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

### **Technology Seminar - Jacobs' Center**

Grades 11/12

Credits: 0.5 (Quarter)

Grad. Req: Technology

Students in this course will focus on developing 21st century skills by pursuing a personal project or participating in a class group project that will impact our community. Students will use the engineering design process to identify a problem/issue and develop a comprehensive solution. The use of technology in the process is required as well as self motivation and independent research.

## **APPENDIX A**

### **Tang Soo Do (TSD) Program Description**

Tang Soo Do (TSD) at GLCPS is a multi-level martial arts program which incorporates physical education, fine arts and character education.

All courses emphasize the mind-body-spirit connection through the study of martial arts.

- Skills are cultivated through understandings of fitness, self-defense, self-discipline, and performances
- Fitness: students learn to improve balance, coordination, agility, flexibility, strength and endurance
- Self-defense: students learn skills that help them, “choose with sense and honor,” “win without fighting,” and be safer and more confident citizens.
- Students build people and communication skills through interactive self-defense drills and group project collaborations.
- Self-discipline: Life Skills that parents, educators & the community need our future leaders to possess as they become productive citizens.
- Students actively learn about integrity, citizenship, teamwork, respect, honor, responsibility, concentration, perseverance, and mindfulness
- Arts and performance: students learn that Tang Soo Do is a physical art form that is interesting, fun and rewarding. Based on a project-based learning model, classroom lessons focus on a reflection process to improve skills throughout the term. Most projects include film, critique, reflection and revision to create high-quality presentations for their peers.
- Self-confidence is improved through progression and mastery of each course, which further develops stress management and problem solving skills.

#### **Tang Soo Do - Black Belt Pathway: Beginner - Mastery**

- The Beginner program focuses on building a foundation of basic techniques, self-defense, character building and group work on projects.
- Black Belt pathway courses are part of Global Karate Academy and the World Tang Soo Do Association (WTSDA)
- The Black Belt Pathway is committed to helping students achieve a Black Belt in Tang Soo Do by the time they graduate from high school.
- Students in this course have an orange/green belt or higher.
- Students meeting requirements may test at the end of each semester.
- To complete the goal of Black Belt by the end of high school, students should possess a Green belt by the start of 9th grade.
- Students in this program should take Tang Soo Do two times per year to stay on track and meet Black Belt goals.
- Although tuition in the Black Belt program is free, students in these programs are required to: purchase a uniform, pay fees for membership in the WTSDA, pay for rank tests, and also buy equipment relevant to higher ranks.
- Eligible students may earn a one-time scholarship to assist with testing fees.

## **Global Karate Academy (GKA): In-School and After-School Membership Guide**

### **Overview & Program Goals:**

Tang Soo Do (TSD) at GLCPS is a multi-level, multi-year, traditional martial arts program which incorporates physical education, fine arts and character education. Student skills are cultivated through improving: fitness, self-defense, self-discipline, and presentation skills, which help students gain self-confidence, leadership, and life skills.

### **GLCPS Courses:**

#### Introductory Martial Arts I & II: (Grades 5-6):

The Introductory course meets for 25 days (grade 5) or one trimester (grade 6), and allows students to learn basic techniques and create and present routines both in the classroom, and in some cases, in front of a live audience.

#### Beginner's Tang Soo Do Program: (Grades 7-12):

The Beginner course meets one semester per year, and allows students to participate in a traditional, multi-rank, multi-discipline martial arts training regimen. Students may test in this program up to orange belt.

#### GKA's Black Belt Program: (Grades 8-12):

The Black Belt Program (BBP) is a tuition-free, year-round martial arts program for GLCPS students with the overall goal of achieving a black belt by graduation. GKA is an officially recognized member of the World Tang Soo Do Association (WTSDA), hosting over 180,000 members worldwide. This program meets during and after school in a welcoming place, where students embark on a challenging, but rewarding journey of self-betterment.

#### After-School Program:

GKA's After-School Program is open to students grades 5+ who have earned a white belt, and have completed Introductory Martial Arts I. All students must attend at least once per week to be a member in good standing and advance in rank through the program. Intermediate & Advanced training, and sparring classes are offered, and are mandatory for green belt and above.

#### Typical Fees for GKA and the Black Belt Program (subject to change)

Uniform (mandatory)	As needed for growing students	\$25-\$30 each
Membership (mandatory)	WTSDA - one time fee	\$20
Testing (mandatory)	1-3 times a year	\$30 orange - \$40 Orange/Green and above -Blue belt - \$50
Training (mandatory as needed by rank)	Sparring Gear (orange/green & above)	\$75
Training (mandatory as needed by rank)	Bo staff (green/brown & above)	\$20-\$30
Training (Mastery Intern Program candidates only)	WTSDA Training manuals to participate in program (red/blue & above)	\$100 (minimum 3 manuals out of 5 volume set)

**What does it take maintain an active membership in the GKA and BBP?**

- **Prerequisite:** Students must complete Introductory Martial Arts I and earn a white belt (subject to transfer-student exception with Instructor's written permission)
- **Attendance:** Students must attend class for a minimum of 9 months per year, and attend the after school class once per week. In order to meet this standard, students may either: (1) take 2 elective classes during the school year; (2) take 1 elective, and attend the after school class twice per week (during the off semester); or (3) attend the after school class twice per week for the entire year. A 4-week Program and twice monthly attendance at Costa's Karate are also available for additional credit.
- **Uniform Fees:** Mandatory; prices range from \$10-\$30. GKA Uniforms and T-shirts are required to participate; Order Form available.
- **Testing:** Students must test a minimum of once per year in order to maintain membership, but may not test more than 3 times per year. There is a minimum time of 24 classes before a student may be eligible to test. Beginning at orange belt a testing fee is required. Fees range from \$30-\$40, depending on rank, but are subject to change.
- **Membership Fee:** There is a one-time \$20 fee to join the WTSDA, payable at student's first test.
- **Life after GKA:** Students may transfer to another certified WTSDA and maintain current, earned rank. Students may also become a certified assistant instructor through GKA and maintain the ability to open an official WTSDA club in college.
- **Assumption of Risk:** GKA is dedicated to maintaining the safety of all students. Unfortunately, accidents happen, and student understands and assumes the risks associated with participating in GKA and any other TSD Program offered at GLCPS or otherwise.

**Enhancements to Training:**

- **Equipment:** Sparring and weaponry is be required in Intermediate and Advanced training.
- **Tournaments:** Students are encouraged to compete in local and regional (MA, CT) tournaments, costing from \$40-\$60. Family members must provide transportation to and from events.
- **Forms of Payment Accepted:** Cash, Bank Checks, or Money Orders made out to Global Karate Academy.

***Please call or email me with any further questions.***

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## **APPENDIX B**

### **Capstone Projects**

#### **Freshman/Sophomore Capstone:**

This capstone project will incorporate service learning in the community with research of a community-based issue that is a concern to the student. Grade 9 will focus on group service and skill building. These skills include: composing research questions, constructing research plans, conducting interviews of community members, and making formal phone calls. Grade 10 will focus on a student's individual service to the community and individual research concern. Structured journals are required throughout the process. The final research paper, self-reflection paper and oral presentation are due by the end of grade 10.

#### **Junior/Senior Capstone:**

In this capstone, students will design an individual research and experiential learning project that answers a central question of their choice. This project could incorporate the student's future course of college study or future employment plans as a basis for investigation. Structured journals are required throughout the process. The final research paper, self-reflection paper and oral presentation are due by the end of grade 12.

## **APPENDIX C**

### **Jazz Combo Program (Grades 9-12)**

*Prerequisites: Band 1 or 2 and by Audition*

The jazz combo is a select group of 8-12 musicians who rehearse twice weekly outside of school. Auditions for the Jazz Combo occur in conjunction with the Jazz Ensemble auditions. During the course of the year, the students involved in the combo work to improve their understanding of various styles of small group jazz and consistent growth as creative improvisers will be expected. The jazz combo performs at all of the concerts with the large jazz ensemble. Community gigs and performances required.