

Global Learning Charter Public School



Course Catalog 2011 – 2012

**Global Learning Charter Public School
190 Ashley Boulevard
New Bedford, MA 02746
Phone: (508) 991-4105 Fax: (508) 991-4110**

Affiliated with the University of Massachusetts Dartmouth
&
High Tech High Learning®, San Diego, CA

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 21st 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 requirements of the *No Child Left Behind* initiative and as specified through 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 middle school curriculum, please contact Lena Pires, Middle School Principal. For more information about our high school program of studies, please contact Al Affonso, High School Principal.

GLCPS COURSE OFFERINGS AND DESCRIPTIONS

5-8 Course Offerings

Fifth Grade

Humanities

This course is part I of a two-year reading and writing readiness course for the GLCPS language arts program. Focus is on developing students' basic writing and reading comprehension skills. Students learn in a workshop environment, a structured collaborative-learning setting led by the teacher in which all students are engaged in composition (prewriting, drafting, revising, editing, or sharing/publishing). Students complete multi-paragraph essays in a range of literary genres, including expository and responses to literature. The course includes a short research paper as well as creative writing elements. Students build independent reading skills through required readings and student-selected novels for work in small groups. Students take an in-depth look at the concepts of 'point of view' and 'perspective' in addition to studying the impact of oral and written communication on individuals, societies and the global community. Units of study are interdisciplinary, so that students begin to make meaningful connections between English language arts and history, mathematics, science and the arts.

Students study North American geography, Native Americans and explorers, the thirteen colonies, technology and natural resources, the American Revolution and the Founding Fathers, as well as the New Nation as part of the social studies component of this course.

Mathematics & Science

In 5th grade mathematics, students develop an understanding of and fluency with division of whole numbers, extend their understanding of place value to numbers through millions and millionths in various contexts. Students develop fluency with multiplication of multi-digit numbers. Students apply understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculation with like denominators. They also apply their understanding of decimal models, place value, and properties to add dimensional shapes and analyze properties of polyhedral solids, describing them by the number of edges, faces, or vertices.

In Earth and space science, students learn about rocks and their properties, soil, weather, water cycle, Earth's history and Earth in the solar system. In life science, students study characteristics of plants and animals, plant structures, life cycles, adaptation of living things, energy and living things (food webs). Physical science instruction includes properties of objects and materials, states of matter, forms of energy, electrical energy, magnetic energy, sound energy, and light energy. All units include labs and projects. The life science curriculum includes some field study work.

Arts, Wellness and Foreign Language Exploratory Offerings

As part of our school mission, we strive to develop our students' minds as well as their cultural competencies. To this end, our arts, wellness and foreign language courses enrich our academic offerings. Presently, exploratory course requirements differ by grade level. See page 8 for course descriptions.

Sixth Grade

Humanities

This course is part II of a two-year reading and writing readiness course for the GLCPS language arts program. The focus intensifies on developing students' basic writing and reading comprehension skills. This course allows students to explore the themes of survival and adaptation, including the human character's response to challenges. Students also explore human and environmental impact on historical events. Students continue to learn in a workshop environment (as described in Grade 5). Students will complete multi-paragraph essays in a range of literary genres, including expository and responses to literature. The course includes a short research paper as well as creative writing elements. Students build independent reading skills through required readings and student-selected novels for work in small groups. Units of study are interdisciplinary, so that students begin to make meaningful connections between English language arts and history, math, science and the arts.

Students study the five themes of geography in relation to the continents of Asia, Africa, South America, as well as the Middle East region and learn the skills and concepts for geography, history and global awareness as part of the social studies component in this course.

Mathematics & Science

In 6th grade mathematics, students develop understanding and skill with arithmetic operations of fractions, decimals and percents and the relationships between and among these concepts – including their representations by models and explanations. Students solve problems that involve area and volume on different shapes, describe three-dimensional shapes, and analyze their properties including surface area. Students recognize and use shapes and their properties to make mathematical arguments and to solve problems. Students write mathematical expressions and equations that correspond to given situations, they evaluate expressions and they use expressions and formulas to solve problems. Students construct and analyze tables and use equations to describe simple relationships.

Science study in the 6th grade focuses on the history and structure of the Earth and students examine the following topics: Earth in the solar system, Earth's structure, mapping the Earth, heat transfer in the Earth system, and Earth's history in geologic time. In the area of life sciences, 6th graders study classification of organisms, evolution and biodiversity, changes in ecosystems over time, living things and their environment, energy and living things, reproduction and heredity, systems in living things, and structure and function of cells.

Arts, Wellness and Foreign Language Exploratory Offerings

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Seventh Grade

Humanities

This is part I of a two-year intensive reading and writing course to prepare students for high school. The academic program focuses on more complex reading and writing skills in a workshop environment. Students continue developing a literacy portfolio including five-paragraph essays in multiple literary genres, along with expository and responses to literature. Students are required to complete a multi-page research paper. Creative writing elements are incorporated as well. Novels include required texts, such as Shakespeare's *A Midsummer's Night Dream* and *The Diary of Anne Frank*, as well as those of a student's choice. This course includes an introduction to foundational archetypes found in literature, including heroes, gods, monsters, and man. Students are taught to recognize patterns of change and continuity across cultures, languages and time periods. Units of study are interdisciplinary, so that students continue to make meaningful connections between English language arts and history, math, science and the arts.

Seventh graders study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning.

Mathematics & Science

In 7th grade mathematics, students expand their work with ratios to develop an understanding of proportionality that they apply to solve single and multi-step problems in numerous contexts. Students graph proportional relationships and identify the unit rate. They are introduced to problems using scale factors for similar objects and employ the concept that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and identify the unit rate as the slope of the related line. All four operations are then used together to further develop students' understanding of these concepts as they apply to rational numbers, including negative integers. Students also:

- solve problems that involve area and volume on different shapes and describe three-dimensional shapes and analyze their properties including surface area;
- recognize and use shapes and their properties to make mathematical arguments and to solve problems;
- write mathematical expressions and equations that correspond to given situations;
- evaluate expressions and use expressions and formulas to solve problems; and
- construct and analyze tables and use equations to describe simple relationships.

The focus of science in the 7th grade is on the physical sciences. Students study properties of matter, differentiate between weight and mass as well as volume and mass, then learn how mass is conserved in a closed system. Elements, compounds and mixtures are studied and students learn that there are more than 100 elements that combine in a multitude of ways. Students also learn about: the properties of atoms and molecules; basic examples of elements and compounds; and physical and chemical changes. Mathematics is integrated through the study of motion of objects when students explain

and give examples of how the motion of an object can be described by its position, direction of motion, and speed. Additionally, they use their mathematics skills to graph and interpret distance vs. time graphs for constant speed.

A component of the physical sciences is the study of energy. Students complete hands-on labs in which they learn the difference between potential and kinetic energy and then identify situations where kinetic energy is transformed into potential energy and vice versa. By examining heat, students discover that it is a form of energy and that temperature change results from adding or taking away heat from a system. Students gain an understanding of the effect of heat on particle motion through exercises in which they must describe what happens to particles during a change in phase.

Technology and engineering aspects of this course include a focus on manufacturing, construction, and transportation technologies. The featured labs incorporate the engineering by design process which include creating a bridge and a roller coaster.

Arts, Wellness and Foreign Language Exploratory Offerings

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Eighth Grade

Humanities

This course is part II of a two-year intensive reading and writing course to prepare students for high school. This course focuses on more complex reading and writing skills in a workshop environment. Students continue developing a literacy portfolio including five-paragraph essays in multiple genres, expository and responses to literature. Eighth graders further develop their writing techniques in a rigorous research unit that culminates in an independent research paper. Novels include required texts, such as Shakespeare's *Romeo and Juliet*, Dickens' *Oliver Twist*, and Lee's *To Kill a Mockingbird*, as well as those of a student's choice. Students study the literary theme of the individual and society, particularly the balance of relationships and tensions that exist between personal wants and needs and global concerns. Units of study are interdisciplinary. Students examine developments throughout history in the areas of religion, technology, the arts and government and the interconnectedness of these topics. The course covers the achievements and lasting effects of key civilizations which serves as a basis to discuss the modern history period and brings in to perspective our place in the scope of history.

Mathematics & Science

8th grade mathematics focuses on linear algebra, which combines and deepens the skills learned in grades 5-7. The course begins with a review of integers and then moves into graphing linear functions. Following this, students learn how to find the equation of a line and eventually how to take real life events and turn them into mathematical models. At this point in the course, triangles and the Pythagorean theorem are introduced. Students learn to evaluate and manipulate algebraic expressions and, to apply these concepts on a coordinate plane.

Students in 8th grade science receive an in-depth introduction to the study of biology and complete the course with a solid grasp of the following: classification of organisms; structure and function of cells; systems in living things (anatomy and physiology); reproduction and heredity; evolution and biodiversity; living things and their environment; energy and living things; and changes in ecosystems over time.

Arts, Wellness and Foreign Language Exploratory Offerings

As part of our school mission, we strive to develop our students' minds as well as their cultural competencies. To this end, our arts, wellness and foreign language courses enrich our academic offerings. Presently, exploratory course requirements differ by grade level. See below for course descriptions.

Arts, Wellness and Foreign Language Exploratory Offerings

Arts Exploratory Offerings

Music

5th and 6th Grade Music

This class focuses on music theory/and the study of recorder. Through this combination, students are prepared to read, write, play and understand rudiments of music. Students will investigate world music including styles from Africa and India.

7th and 8th Grade Music

Chorus

In this class, students learn vocal technique and wellness. Study includes the rudiments of music theory as well as the exploration of music from different eras and genres with an emphasis on performance.

General Music

This class includes study of the rudiments of music theory such as rhythm, melody and harmony as well as the history and culture of world music, with a focus on styles from Africa and India.

Visual Arts

5th and 6th Grade Visual Art: Exploratory

In grades 5 and 6, the start of each artist's journey in the visual arts courses begins with a focus on the elements of design (color, line, texture, shape, pattern, and composition) and the introduction of new materials (colored pencil, oil pastel, watercolor, tempera, collage, and modeling clay). As new techniques are mastered, the topics for in-class projects are aligned within the broader curriculum. For example health and arts are integrated through the 6th grade Food Replica Project. Students create a clay replica of a meal and display their work along with nutritional information to educate the viewer on how a healthy diet can look quite appetizing. Every student displays a piece of their artwork in either the Winter Arts Show during the first half of the year or the Summer Arts Show during the latter half of the year.

7th and 8th Grade Visual Art: Elective

The next step for student artists is to learn that art is a language that can be used to communicate and express personal ideas and individuality. Students build a vocabulary which they apply to create their own unique works of art, meaningfully discuss other pieces, and help their peers clarify the message of their work. Through this studio-style class, students are invited to learn new materials and are given the opportunity to master materials with which they have worked previously. Sample projects include figure and portrait drawing, perspective drawing, collage, scratch board, block print, and painting. Every student displays a piece of their artwork in either the Winter Arts Show during the first half of the year or the Summer Arts Show during the latter half of the year.

Wellness Exploratory Offerings

Physical Education:

5th and 6th Grade Physical Education / Health Education

Students are provided with the knowledge and experience, and given an opportunity to develop skills in team and individual sports, recreational activities, and fitness/conditioning activities. Physical Education addresses physical development and wellness. Our focus is on individual competence and versatility in movement skills, understanding movement concepts and body dynamics, and relating physical activity to life-long health and wellness. In the Health Science portion of this course, students learn a wide variety of wellness topics, including:

- nutrition: gain knowledge to select a diet that supports health and reduces risk of illness.
- interpersonal relationships/violence prevention: learn communication skills and how their actions affect others, as well as coping mechanisms and skills to avoid and identify violence.
- reproduction/sexuality: acquire knowledge and skills necessary to make effective personal decisions that promote students' emotional, sexual, and reproductive health.
- disease prevention: learn signs, symptoms, and treatment of various diseases and gain skills related to health promotion, disease prevention, and health maintenance.
- tobacco, alcohol, and other substances: acquire knowledge and skills in making health-enhancing decisions regarding the use of medications and avoidance of substances.

7th and 8th Grade Competitive Sports

Students are provided with the knowledge and experience, and given an opportunity to develop skills in team and individual sports. GLCPS' 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 and soccer.

7th and 8th Grade Fitness

Students learn about fitness concepts that contribute to lifelong health and well-being. Moreover, they 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 life-long health and wellness.

Tang Soo Do:

5th Grade Tang Soo Do

Through this introductory course, students have the opportunity to learn the Korean martial art of Tang Soo Do. Through fitness exercises, techniques, games and drills, students acquire the basic building blocks of this martial arts. Our goal is to build confidence and character in students as they study and follow the codes and tenets of Tang Soo Do.

6th – 8th Grade Tang Soo Do: Beginners

Building on the previous year's lessons, students are taught the basics of the Korean martial art of Tang Soo Do. Students actively practice citizenship skills and gain knowledge of techniques to improve flexibility, endurance, concentration, coordination, balance and sense of well-being. At the end of the course, students have an option to test for a color belt in Tang Soo Do and gain further rank.

6th – 8th Grade Fitness Through Martial Arts

In this course, students learn about the mind-body-spirit connection through the study of Tang Soo Do, focusing on the physical aspects of this martial art. Students are introduced to the concepts of fitness, health and well-being. Students develop fitness skills and coordination, and gain self-discipline and an appreciation of learning a martial art. This is course is not based on a ranking system.

Foreign Language Exploratory Offerings:

7th – 8th Grade Spanish

In this introductory course, students learn to interact in the classroom in Spanish. They primarily use memorized patterns that recur on a daily basis, emphasizing the four skills of listening, speaking, reading, and writing. Students learn about Spanish speaking cultures through a variety of readings, projects and discussions. The class is conducted primarily in Spanish with some clarifications made in English.

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 are pleased to announce several new initiatives for the 2011-12 school year which we believe will enhance learning and complement our current required high school course of studies. Overviews 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 senior 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.

Partnerships to Enhance Learning

New STEM and History Studies Component: Downtown Satellite Campus

Global Learning Charter Public School, the Ocean Explorium at New Bedford Seaport and the University of Massachusetts Dartmouth, have entered into a comprehensive and long-range partnership. The joint venture will include two high school-level science, technology, engineering and mathematics (STEM) academic programs, including an integrated marine science and physics experience for all GLCPS high school freshman, and an AP Environmental Science class for GLCPS upperclassmen. Both courses will be held at a new classroom site at the Ocean Explorium, which is located in the heart of downtown New Bedford. GLCPS will have access to the vast scientific, research and academic resources of both the University and the Ocean Explorium. Additionally, we have developed several high school history courses that will also be offered at the satellite campus, which are aligned with the STEM program of study.

Virtual High School

GLCPS has just launched a partnership with Virtual High School (VHS) which will allow students to access over 200 courses in Arts, Business, Foreign Language, Language Arts, Life Skills/Health, Science, Social Studies and Technology. A variety of Advanced Placement (AP) courses are also offered. Students can take courses for enrichment, Advanced Placement credit, to continue their students in areas of interest or for credit recovery. By partnering with VHS, GLCPS has opened up a world of opportunities for students to enhance their common core studies in a global learning environment. For more information about VHS, see page 20 and/or speak to Hallie Larocque, College and Career Advisor.

Dual Enrollment

GLCPS will continue our Dual Enrollment partnerships with the University of Massachusetts Dartmouth (UMD) and Bristol Community College (BCC). Students with qualifying GPAs can enroll in tuition-free college courses at UMD and/or BCC on a space-available basis. 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. In addition, since college credit is typically awarded for successful completion of Dual Enrollment courses, students often receive advanced academic placement once they enroll in college, thereby offering students and their families' considerable savings on

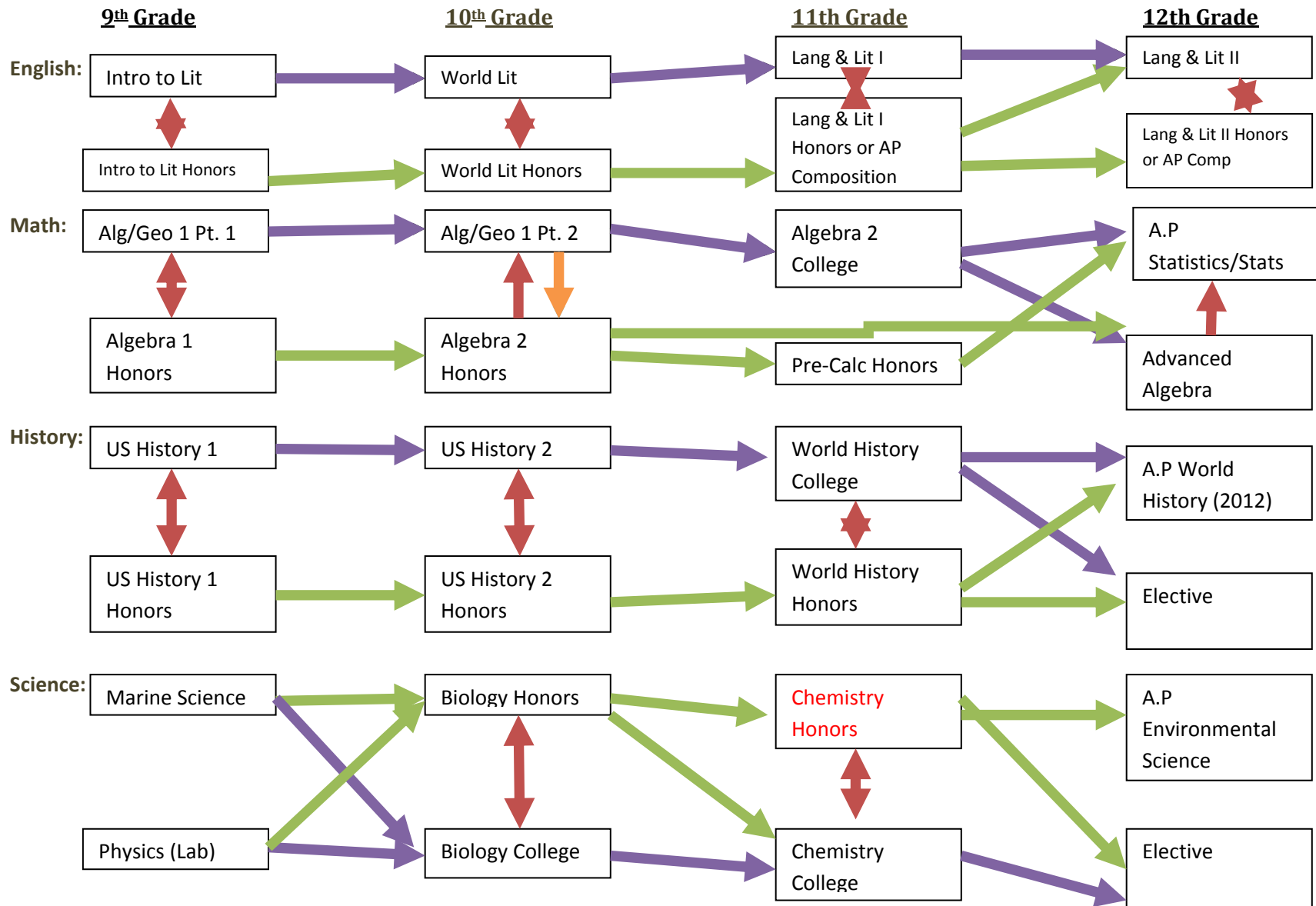
the total cost of a higher education. All eligible students may also take early college placement tests at Bristol Community College.

Graduation Requirements

A student will graduate from high school upon passing the MCAS tests in ELA, Math and Science and successfully completing (i.e., a grade of 65 or higher) a total of 24 credits in the following areas:

Required Courses	Credits
4 yrs Math	4
4 yrs English	4
3 yrs Global Language	3
4 yrs Science	4
3 yrs History (2 US History)	3
Fine Arts (Performing or Visual)	1
Electives	2
Physical Education/Health	1
Internship	1
Computer Technology	0.5
College Preparatory	0.5
Total Required	24

Recommended Course Pathways



Spanish: No Spanish

Spanish 1



Spanish 2



Spanish 3



Honors Pathway



College Pathway



**Shows courses one can
switch out of only in quarter
1**



**Can only happen at the end
of sophomore year**

Course Descriptions

English

Foundations of English Literature – Grade 9

This course begins a two-year journey through literature starting with the earliest expressions of humanity and culminating with the works of Shakespeare and his contemporaries. In this year-long study of story, power, and myth, students examine how and why oral and written language impacts individuals, society and the global community throughout history. The course focuses on developing solid reading and writing skills; students continue adding materials to their literacy portfolios, including multi-page essays and a major research paper. In addition to the attention given to reading and writing, students are required to perform, present, and orate in class to help them develop the interpersonal skills required throughout high school and in college. Preparation for the 10th grade MCAS test is embedded throughout the course. Classes may be of college prep or honors level.

The Modern Age – Grade 10

This course is designed as part II of a two-year college preparatory reading and writing course. The course begins with Shakespeare and concludes with literature from today. Students study how literature and language impact and shape individual, societal and global institutions. This broad perspective gives students an early understanding of the interconnected nature of literature as well as a strong foundation for upper class courses. Students continue to develop their reading, writing and speaking skills throughout the year, as well as add material to their literacy portfolios including multi-page essays and a major research paper. Students also begin work on their college essay. Preparation for the 10th grade MCAS is embedded in the course. Classes may be of college prep or honors level.

Rhetoric and Language in Society – Grades 11 and 12

This class is designed for an 11th or 12th grade student who does not elect to take Advanced Placement Language and Composition. Students focus on crafting essays that analyze world topics in the present-day, synthesize multiple sources into a coherent point-of-view, and argue an author's perspective on current issues. The reading for the course is largely non-fiction and students focus on how professional writers craft sound essays. Students continue to add to their writing portfolios including the required completion of a major research paper. A successful student of this course is ready to write at the college level. Course is offered at both the college prep and honors level.

Advanced Placement English Language and Composition – Grades 11 and 12

This is an upperclass level course in which students are guided to explore the nature of rhetoric through active reading and writing. Students develop skills as close readers in a variety of rhetorical contexts, and as writers who compose for a variety of purposes. Through reading, writing, interpreting visual images, and making their thinking visual, students learn how an artist's purpose, subject, audience expectations, genre conventions, and the resources of language contribute to effective communication. Students are equipped with tools they will need to succeed in post-secondary studies in all disciplines through exposure to multiple genres from various historical contexts and by working to advance their own writing skills through expository, analytical, narrative, research-based, persuasive and informal writing. Featured authors include Mark Twain, Ursula LeGuin, Plato, James Baldwin, Joan Didion, George Orwell, M.T. Anderson, Maxine Hong

Kingston, Zora Neale Hurston, Sherman Alexie, Rachel Carson and others. Students are expected, though not required, to take the Advanced Placement test in the spring for college credit.

Mathematics

Algebra I and Geometry: Part I and Part II

Algebra I and Geometry is a two-year course of study in which students explore a breadth of concepts using an inquiry/problem solving approach in preparation for the grade 10 MCAS. For each topic, students learn not only to analyze and represent concepts numerically, graphically and algebraically but through written and spoken communication as well. Comprehension is developed through a process of critical-thinking, integrated mathematical strands (including geometry), and real world applications. Some major topics in Algebra I include the application of the properties of real numbers, solving linear equations and inequalities, and representations of graphic relations and functions. Students also learn relationships of parallel and perpendicular lines, relationships of triangles, and explore areas and volumes of three-dimensional shapes.

Algebra I and Geometry Honors

Algebra I and Geometry Honors is a one-year, advanced-paced course designed for students who are entering high school with a substantial background in pre-algebraic and basic algebraic topics. Students explore a breadth of concepts using an inquiry/problem solving approach. For each topic, students learn not only to analyze and represent concepts numerically, graphically and algebraically, but through written and spoken communication as well. Comprehension is developed through a process of critical-thinking, integrated mathematical strands (including geometry), and real world applications. Some major topics in Algebra I Honors include the application of the properties of real numbers, solving linear equations and inequalities, and representations of graphic relations and functions. Students also learn relationships of parallel and perpendicular lines, relationships of triangles, and explore areas and volumes of three-dimensional shapes.

Algebra II

Students continue to explore a breadth of concepts using an inquiry/problem solving approach. For each topic, students learn not only to analyze and represent concepts numerically, graphically and algebraically but through written and spoken communication as well. Comprehension is developed through a process of critical-thinking, integrated mathematical strands and real world applications.

Algebra II Honors

At an advanced pace, students continue to explore a breadth of concepts using an inquiry/problem solving approach. For each topic, students learn not only to analyze and represent concepts numerically, graphically and algebraically but through written and spoken communication as well. Comprehension is developed through a process of critical-thinking, integrated mathematical strands and real world applications.

Advanced Algebra

Juniors and seniors may opt to enroll in Advanced Algebra. At an advanced pace, students expand on the concepts learned in Algebra II and begin to learn the standards of

pre-calculus. This course is designed to prepare students for college-level mathematics. Topics and concepts covered in this course include, but are not limited to, complex numbers, simplification of numerical expressions, binomial theorem, exponential and logarithmic functions, combinatorics, trigonometric functions and the laws of sines and cosines.

Pre-Calculus Honors

The objective of Pre-Calculus Honors is to prepare students for Calculus*Topics include: complex numbers, simplification of numerical expressions, binomial theorem, exponential and logarithmic functions, combinatorics, trigonometric functions, the laws of sines and cosines, and trigonometric functions. Students continue the process of becoming true analytical thinkers, capable of posing and solving problems through various projects and hands-on activities. Graphing calculators provide a tool for mastering mathematics at this level.

**note: 2011-12, students may opt to enroll in a Dual Enrollment or VHS course if they are interested in enrolling in Calculus.*

Advanced Placement (AP) Statistics

This course is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. 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

Students who successfully complete the course and AP examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

Science

Conceptual Physics

In this exciting course, students explore the world of physics through hands-on activities, laboratories and projects. The topics explored in this course include projectile motion, Newton's laws, energy, electricity, temperature and heat expansion, as well as discovery of the science of sound, waves, and light. In addition, students begin to understand the architects of physics, such as Aristotle, Newton and Einstein. Classes may be of college prep or honors level. This course is held at the GLCPS satellite campus at the Ocean Explorium.

Marine Science

Studying the interrelated types of life in the ocean helps to develop an awareness of the human interconnectedness with the ocean, as well as the ocean's role in the dynamics of the Earth's systems. Marine Science is interdisciplinary, covering Earth science, chemistry, physical science and biological sciences. Students participate in project- and inquiry-based investigations and link relevant points of integration to the Conceptual Physics class. In the early fall and again in the spring, students are provided with a

unique opportunity to sail and study the sea first-hand through the GLCPS's partnership with the Community Boating Center. Writing is incorporated throughout the curriculum. Students are required to keep science notebooks for class work, participate in and report on at least six laboratory experiences, complete textbook and other readings, complete homework assignments, research project, quizzes and tests. Students study the characteristics of the ocean and examine the kinds of life that exist therein. This course is held at the GLCPS satellite campus at the Ocean Explorium.

Biology

Biology is a lab class that includes the standards of the chemistry of life, cell biology, genetics, anatomy and physiology, evolution and biodiversity, ecology, and scientific inquiry skills. Students relate cell parts and organelles to their functions and compare the general structures and degrees of complexity of prokaryotes and eukaryotes at the cellular level. They also describe and explain the process of meiosis and mitosis. Students compare and contrast a virus and a cell in terms of genetic material and reproduction.

In the genetics portion of this course, structure, process of transcription and mutations of DNA are studied. Mendel's Law of Segregation and Punnett Squares are used for inheritance and the probabilities of genotype and phenotypes combinations. While learning about anatomy and physiology, students focus on systems of the body including the circulatory, respiratory, nervous, bone structure, reproduction, and learn to recognize that the body's systems interact to maintain homeostasis. Evolution and biodiversity is demonstrated through a look at the fossil record of life and using comparative anatomy; this is related to ecology in the study of food webs and life cycles. Scientific inquiry is used throughout the course in instruction and labs. Classes may be of college prep or honors level.

Chemistry

Chemistry is available to juniors and seniors. In this lab-based 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. Classes may be of college prep or honors level.

Advanced Placement Environmental Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will study environmental topics such as earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. This course includes a major laboratory component as well as field studies, expert guest speakers, and first-hand observation components. Students visit area resources to get first-hand knowledge and experience in the application of environmental sciences in their own community. Internship opportunities are available to many students involved in this course. Students are expected, though not required, to take the Advanced

Placement test in the spring for college credit. This course is held at the GLCPS satellite campus at the Ocean Explorium.

Foreign Language

Spanish I

In this introductory course, students learn to interact in the classroom in Spanish. They primarily use memorized patterns and formula that recur on a daily basis, emphasizing the four skills of listening, speaking, reading, and writing. The culture of Spanish-speaking countries is incorporated into each unit.

Spanish II

Spanish II continues the sequential development, expansion and refinement of the skills taught in Spanish I. The listening, speaking, reading and writing skills in Spanish continue to evolve. The cultures of the Spanish-speaking countries continue to be examined. Knowledge of some of the holidays studied in Spanish I are expanded and incorporated, thus employing the more sophisticated language skills of this level.

Spanish III

Spanish III expands and refines the skills learned previously. Listening, speaking, reading and writing skills continue to evolve. The cultures of the Spanish-speaking countries continue to be examined. Knowledge of some of the holidays studied previously is expanded and the more sophisticated language skills of this level are incorporated in this area.

Note: Students may wish to continue their foreign language studies by pursuing advanced Spanish or other foreign languages through our Virtual High School (VHS) offerings. Please see Hallie Larocque for more information about VHS.

History

United States History I: The Founding of the Nation through the Civil War

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. This course is held at the GLCPS satellite campus at the Ocean Explorium.

United States History II: U.S. History II Reconstruction to the Present 1877-2001

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.

World History II: The Founding of the Nation-State to the Present

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 19th and early 20th century. Students apply their global learning to issues which face the world today. Classes may be of college prep or honors level.

Port to Port

Through this honors level course, 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 and is held at the GLCPS satellite campus at the Ocean Explorium.

College/Career Preparation

Internship

All seniors participate in an internship. These work-based learning placements are designed to expose students to all aspects of an industry, increase career and college awareness, and to help students develop workforce skills. Each student is required to spend 6-8 hours per month at a work-site in the career area of the student’s choice. Students are also required to attend a weekly school-based meeting to address internship concerns, work on transition skills, complete a work journal and develop a Presentation of Learning (POL). Grading is based on the work-site sponsor’s evaluation as well as school-based projects.

College Prep

All juniors enroll in this half-year course designed to prepare them for college and beyond. Course activities focus on career and college research, résumé-building, college entrance essays, college and job applications, skills for surviving life on campus, SAT and ACT prep, and financial literacy. This project-based class assists students in making appropriate choices for continuing their education beyond high school. Key outcomes also include basic life skills, such as money management, and workplace readiness.

College and University Partnerships

Dual Enrollment Programs

Through our collaboration with the University of Massachusetts Dartmouth (UMD), and Bristol Community College (BCC), GLCPS can offer performance incentives to students. Students with a GPA of 3.0 or higher are eligible to participate in the Dual Enrollment Program. Eligible students may begin taking courses at BCC during the summer prior to their sophomore year, and at UMD during their junior and senior year of high school.

Dual Enrollment Program courses are considered as credits earned toward a student's high school diploma. Upon successful completion of the Dual Enrollment course, students earn college credits that may be transferable to other colleges or universities should the student not elect to attend UMD or BCC.

Note: Students must maintain a GPA of 3.0 at both GLCPS and the college or university to participate in the Dual Enrollment Program. Dual Enrollment courses are limited, though GLCPS makes every effort to support a student's academic interests and needs. Further, GLCPS is unable to provide transportation, therefore, each student is responsible for transporting him/herself to the relevant campus. While there is no fee for tuition, students are responsible for the cost of textbooks and course material fees.

Additional Opportunities

GLCPS students graduating with a GPA of 3.65 or higher may qualify for the University of Massachusetts Dartmouth Global Learning Scholarship.

Virtual High School

The mission of Virtual High School, a non-profit organization in Massachusetts, is to develop and deliver standards-based, student-centered online courses to expand students' educational opportunities and 21st century skills. VHS is not a cyberschool; rather the organization believes that virtual learning enhances face-to-face instruction, and is not a replacement for traditional schooling.

VHS's vision is aligned with GLCPS's vision to prepare students for the 21st century – which means being flexible and innovative, utilizing advanced technology, providing a global learning experience, and connecting with students in the larger world around them by creating 'classrooms without walls', as GLCPS has done since our inception.

VHS offers over 200 courses in the arts, business, foreign language, language arts, life skills, health, mathematics, science and social studies and includes honors and Advanced Placement (AP) levels. VHS classes:

- take place entirely over the Internet;
- are teacher facilitated;
- enable students to complete their work at anytime during the week, as long as work is posted by specified due dates;
- follow a semester schedule with assignments due at specified weekly intervals;
- are student-centered and integrate discussion and group activities;
- emphasize interaction between teachers and students;
- are highly diverse, with students from different backgrounds, countries and experiences enrolled in each course, and;
- are limited to 25 students per course.

There is a common grading system for all courses in the Virtual High School. Teachers report to the VHS Central Office, which passes these grades on to GLCPS. All VHS courses are monitored regularly by the GLCPS site coordinator and additional academic support is available at GLCPS.

VHS and VHS courses are accredited by the Middle States Commission on Secondary Education and the Northwest Accreditation Commission, and courses adhere to the National Education Association's (NEA) recommended course guidelines for high quality online courses and are taught by certified instructors. For more information about VHS and a list of available courses, visit: <http://www.govhs.org/Pages/Academics-Catalog>

Arts, Wellness and Technology Electives

Arts Electives

Visual Arts I

As a first-year art student at the high school level, students are asked to broaden their repertoire of art skills while deepening their use of art as a means of expression. This course includes a strong foundation in observation, reflection, discussion, and critique. Students use the language and vocabulary of "fine art" – that which is spoken, written, and created to together to grow as artists. This is an introductory level course for first-time high school art students and will fulfill the prerequisite for upper-level art classes. Selected works or complete artist collections are showcased in a school art show.

Visual Arts II

This is an intermediate level course for second-year students at the high school level. Students must have successfully completed Visual Arts I or seek permission from the instructor to enroll in this course. As they continue to grow as artists, students explore the connection between identity and art while perfecting their mastery of materials and familiarity with the language of "fine art". Selected student works or complete artist collections are showcased in a school art show.

General Music:

In this course, students examine and experience music through the study of world music history and culture, with an emphasis on styles from Africa and India. Students participate in some choral performances while learning about vocal technique and wellness, as well as developing skills and knowledge of the rudiments of music theory.

Wellness Electives

Competitive Sports

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 and soccer.

Fitness

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 life-long health and wellness.

Tang Soo Do

These courses emphasize the mind-body-spirit connection through the study of Tang Soo Do. Through this highly regarded ancient form of martial art, students develop skills in self-discipline, self-confidence, physical fitness, and stress management. Mastery of Tang Soo Do is symbolized with the belt system, but attainment of belts is not the goal itself. The real value of Tang Soo Do is the change that occurs within students during their quest. These changes include the betterment of one's mind, body and spirit and the development of one's character which includes a deep respect for others. The benefits of Tang Soo Do enrich every part of one's life. Instruction focuses on martial arts history, citizenship skills, physical exercises, self-defense, and stress management techniques. Each course culminates in a martial arts demonstration performed in front of an audience of peers, parents and community members. Program goals include:

- 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 to be more confident citizens;
- citizenship: students actively learn about respect, responsibility, concentration, self-discipline, perseverance, communication skills and mindfulness; and
- arts: students learn that Tang Soo Do is a physical art form; they plan and create a performance for their peers, based on classroom lessons.

Tang Soo Do II – Beginner

Prerequisite: a yellow or orange belt rank in Tang Soo Do.

This program builds on the fitness aspects of Tang Soo Do while incorporating more self-defense and skills-application of techniques learned in the fitness class. Students in this course are working their way through the Tang Soo Do belt system and have to meet requirements based on their physical improvements, knowledge of terminology, rules of the classroom and training procedures.

Tang Soo Do III – Intermediate

Prerequisite: a green or brown belt rank in Tang Soo Do.

Intermediate students will continue on the path of the previous levels, with in-depth study of Tang Soo Do techniques and philosophy. In this course students learn secondary basic hand and kicking techniques, combinations, and more advanced self-defense routines. Through this course, students develop in-depth knowledge and understanding of the required techniques, history, and principles of Tang Soo Do.

Technology Electives

Applications in Technology

This course develops students' proficiency in the use of computer productivity tools such as word processing, spreadsheets, desktop publishing, and presentation software. Students engage in hands-on projects, simulated assessments and are required to conduct internet research and participate in presentations.

Web 2.0

In this course, participants develop and expand their own personal learning networks to become skilled at Web 2.0, and how to harness the interactive and collaborative nature of the tools safely and responsibly. Students explore web-based tools such as blogs, wikis, microblogs, social bookmarks and social networks that are commonly used in the 21st

century to collaborate and share information with each other. This use of the Web is vastly different than static content that is now considered “Web 1.0”. Students create and share content, collaborate with each other, and build knowledge communities, often employing the same tools they enjoy using outside of school. Students must have a working email address or permission to create one.