

# **SPECIAL EDUCATION**

## **GATE: GIFTED AND TALENTED EDUCATION PROGRAM**

The high school Gifted and Talented Education (GATE) program provides opportunities for academic challenges, career exploration and development, and cultural enrichment. The program offers a wide range of authentic, project-based learning experiences designed to suit each student's interests and advanced skills. Students work with a gifted education teacher to develop and achieve their GIEP goals. Academic credit in gifted education is available for students completing at least thirty-five hours of project work. The credit will be reflected on the student's transcript with a grade of "P."

The GATE program is for all students who have been identified as gifted by the Shaler Area School District and currently hold a GIEP

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## **BRIDGE PROGRAM**

The Shaler Area High School Bridge Program is an academic support designed for the student whose academic performance has been impacted by various school related issues. The program will focus on enhancing the development of life skills, leadership skills, organization skills, study skills and career goals. Placement in the Bridge Program is incumbent upon a recommendation from the Student Assistance Program (SAP) or Shaler Area High School Administration.

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## **SECTION 504/CHAPTER 15**

Special Education is a collaborative effort involving the school, family and community in developing appropriate educational programs for students who hold an Individualized Education Plan (IEP). These programs and services support inclusionary practices and provide the opportunity for students to maximize their potential and become a productive community member.

Chapter 15 Regulations of the Pennsylvania State Board of Education requires that school districts provide protected handicapped pupils enrolled in the district, without cost to the pupil or family, those related aids, services or accommodations which are needed to afford the pupil equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities without discrimination and to the maximum extent appropriate to the pupil's abilities.

More information about Procedural Safeguards, Special Education, Section 504 services/programs, and the district's Educational Records Policy are available upon request from the SASD Department of Student Services or the SAHS Main Office.

## **BRIDGE RESOURCE PERIOD**

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### **BRIDGE RESOURCE 9-12**

**Credit Value: .5 or 1.0**

**Periods Per Week: 5**

**Semester: Either/Both**

**Prerequisites: None**

**Open to Grade: 9, 10, 11, 12**

This course is designed for students who are referred via the Student Assistance Process (SAP) and need small-group support. The Shaler Area High School Bridge Resource period provides additional academic support in all areas and reinforces basic study skill techniques necessary for academic success. The class will also focus on development of life skills, advocacy skills, organizational skills, and career goals.

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**This section of the course description book describes courses which are specifically designed for students who hold an IEP and need small-group support in core content areas.**

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## **RESOURCE CLASS**

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### **RESOURCE 9-12**

**Credit Value: .5 or 1.0**

**Periods Per Week: 5**

**Semester: Either/Both**

**Prerequisites: None**

**Open to Grade: 9, 10, 11**

Resource Class is a small group, credited course that is designed to assist IEP student in achieving academic success by encouraging responsibility and self-advocacy. This course will provide students with the opportunity to develop and improve study habits, organizational skills, planning, prioritizing, task completion and time management. Academic support will be provided daily and student performance/learning needs will be monitored and discussed with regular education teachers on an on-going basis.

## ENGLISH

These courses are designed for students who hold an IEP and need small-group support in communication arts and include specific strategies to help students succeed with concepts covered in the mainstream setting. The objectives of this course are to develop and improve reading, writing, speaking, listening, and thinking skills in order to communicate more effectively. These courses will concentrate on job and consumer related skills as well as fiction, non-fiction, drama, poetry, spelling, vocabulary development, reading comprehension and fluency.

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### ENGLISH 9

**Credit Value: 1.0**

**Periods Per Week:** 5  
**Prerequisites:** None

**Semester:** Full year  
**Open to Grade:** 9

This course includes all four phases of the English program: reading, writing, speaking, and listening. Students will focus on reading strategies such as finding the main idea and details and summarizing text. Students will read and analyze adapted versions of *The Odyssey* and *Romeo and Juliet* along with other novels at their instructional level. Short writing assignments emphasize paragraph development, the use of concrete details, specific word choice, effective transitions, and clincher sentences. Speaking and listening skills will be learned and practiced. Grammar is taught in relation to the writing and speaking experience as well as writing and research skills will be practiced.

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### ENGLISH 10

**Credit Value: 1.0**

**Periods Per Week:** 5  
**Prerequisites:** None

**Semester:** Full Year  
**Open to Grade:** 10

This course emphasizes reading and responding to a variety of literature assignments, developing basic oral and written communication skills, and expanding vocabulary levels. Students will read and discuss a variety of literature from the mainstream curriculum. Short writing assignments emphasize paragraph development, using concrete details, specific word choice, effective transitions, and clincher sentences. Essay development is also an area of focus. Speaking and listening skills will be learned and practiced. Grammar is taught in relation to the writing and speaking experience. A research paper that utilizes the Modern Language Association (MLA) style is required of all 10<sup>th</sup> graders.

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### ENGLISH 11

**Credit Value: 1.0**

**Periods Per Week:** 5  
**Prerequisites:** None

**Semester:** Full Year  
**Open to Grade:** 11

The objectives of this course are to develop and improve reading, writing, speaking, listening, and critical thinking skills in order to communicate more effectively. This course will concentrate on fiction, non-fiction, drama, poetry, vocabulary development, reading comprehension, and fluency. Strategies for improving performance on standardized test, Keystone, will be practiced, as well as a research component which utilizes the Modern Language Association (MLA) style.

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**ENGLISH 12****Credit Value: 1.0****Periods Per Week: 5**  
**Prerequisites: None****Semester:**  
**Open to Grade: Full Year 12**

The objectives of this course are to develop and improve reading, writing, speaking, listening, and thinking skills in order to communicate more effectively. This course will concentrate on job and consumer related skills as well as fiction, non-fiction, drama, poetry, spelling, vocabulary development and reading comprehension and fluency.

## MATH

These courses are designed for students who hold an IEP and need small-group support in mathematics and include specific strategies to help students succeed with concepts covered in the mainstream setting. The initial emphasis is to master the four basic operations with whole, numbers, fractions, percents and decimals. Included will be standard based concepts of measurement and estimation, geometry, analyzing data, basic equations and problem-solving strategies.

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**MATH 9****Credit Value: 1.0****Periods Per Week: 5**  
**Prerequisites: None****Semester:**  
**Open to Grade: Full Year 9**

Math 9 is designed as a transition from pre-algebra to Algebra. Students will study the structure of the real number system and the application of the properties of real numbers in problem solving. Included in this study will be a review of the basic operations with real numbers. Methods are developed for the solution of linear equations and inequalities. These methods are then applied to the solution of various types of statement problems. The course provides a basic introduction to polynomials, functions, and graphing. Techniques for solving linear equations in two variables are also studied. This course will help students understand fundamentals of algebra.

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**MATH 10****Credit Value: 1.0****Periods Per Week: 5**  
**Prerequisites: None****Semester:**  
**Open to Grade: Full Year 10**

Math 10 is designed as an extension of Math 9 and will cover more topics in the Algebra 1 curriculum. The course will continue to reinforce basic operations with integers, decimals, and fractions in order to apply to certain Algebraic concepts. Students will continue with determining solutions to equations and inequalities and will be extended to systems of equations and inequalities in two variables. They will be introduced to polynomials, radical expressions, and exponential expressions as well as probability and statistical analysis.

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**MATH 11****Credit Value: 1.0****Periods Per Week: 5**  
**Prerequisites: None****Semester: Full Year**  
**Open to Grade: 11, 12**

The third year of math is designed for students taking their third year of math as an 11<sup>th</sup> or 12<sup>th</sup> grader. The objective is to further the study of the real number system and the application of the properties of real numbers in problem solving. Included in this study will be a review of linear equations and inequalities. These methods are then applied to the solution of various types of statement problems. The course will move beyond the basic introduction to polynomials, functions, systems of equations, quadratics and graphing.

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**MATH 12****Credit Value: 1.0****Periods Per Week: 5**  
**Prerequisites: None****Semester: Full Year**  
**Open to Grade: 12**

The fourth-year math course is designed for students who would like to further their study of mathematics and prepare for an entry-level math course that is required at the community college level. It will begin with a review of algebraic concepts and move through higher-level Algebra concepts.

## **SCIENCE**

These courses are designed for students who hold an IEP and need small-group support in science and include specific strategies to help students succeed with concepts covered in the mainstream setting. The focus is on fundamental topics in biology, ecology and geology.

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**SCIENCE 9, 10, 11 and 12****Credit Value: 1.0****Periods Per Week: 5**  
**Prerequisites: None****Semester: Full Year**  
**Open to Grades: 9**

The objectives of this course will focus on identification, appreciation, and utilization of science's natural phenomenon as well as the Human body. Students will engage in various small group activities that will include the laboratory, field study, and research topics reinforced with textbook materials when applicable. Topics will include plants, photosynthesis, cellular respiration, genetic engineering, wildlife recognition (fish, amphibians, reptiles, birds, and mammals), plant recognition (trees and wildflowers), ecological relationships, anatomy (form as it relates to function), environmental protection, and the human body. Academic achievement, citizenship, and an awareness of community resources will be stressed.

## **SOCIAL STUDIES**

These courses are designed for students who hold an IEP and need small-group support in social studies. These courses are designed to include specific strategies to help students succeed with concepts covered in the mainstream setting. The objective of the courses is to develop and improve knowledge of world history as well as current issues that affect our lives.

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### **SOCIAL STUDIES 9, 10, 11 and 12**

**Credit Value: 1.0**

**Periods Per Week: 5**

**Semester: Full Year**

**Prerequisites: None**

**Open to Grade: 9**

The focus for this course will include the study of modern world history, the study of government formations and the economic system of the United States. The students will explore developments in various foreign countries. The course will encourage involvement and responsibility, promote a sense of political efficacy, and help students clarify and access political problems in our society. Students will learn the skills necessary to function as an informed citizen within the American economic system. Additional skills include comprehension, note-taking, and research skills.