

GSSP 2018 – Course Descriptions

MATHEMATICS

Students will be tested for assessment of math skills at the start of the program to ensure proper placement.

Math I (Elementary Math – approx. grades 3-5)

Math Lab I reinforces and remediates the student's basic mathematical skills. Students use manipulative devices (Base Ten Blocks, Fraction Tiles, etc.) in order to achieve understanding. Some of the topics covered are operations on whole numbers, basic fractions, decimals, and word problems.

Math II (Intermediate Math – approx. grades 6-7)

Math Lab II reinforces and remediates the students' intermediate level mathematical skills. Instructional methods include the use of manipulatives and multisensory techniques. Some of the topics include percent problems, graphing, multiple level division, multiplication, and multistep word problems.

Math III (Pre-Algebra – approx. grades 8-9)

Math Lab III reinforces and remediates the student's pre-algebraic and early algebraic skills with the emphasis placed on examining unusual or interesting problems. Students learn to operate on rational and signed numbers, graph on coordinate planes, determine the graphs of straight lines, observe data in an intuitive way and draw conclusions from the data, solve linear equations, identify and classify geometric shapes, and evaluate expressions with a variety of components.

Math IV (Algebra and Intro Geometry – approx. grades 10+)

Math Lab IV reinforces and remediates the student's algebraic and geometrical skills. The students are introduced to the use of technology as a tool for solving problems. Students learn to manipulate and factor polynomials, graph parabolas, circles, and other conic sections; solve a variety of equations by graphing or by traditional algorithmic methods, and make persuasive arguments based on quantitative or mathematical evidence. The methods and content are largely based on the individual student's needs.

LANGUAGE ARTS / HUMANITIES

Reconstructive Language

For this course, each student will be tested for an assessment of language skills at the start of the program to ensure proper placement.

Reconstructive Language is a dynamic, multisensory, phonics-based language program designed to help students that have difficulty with reading rate, reading fluency, and reading comprehension. Peter Gow, the founder of The Gow School, developed the program in conjunction with Dr. Samuel T. Orton. Similar to Orton-Gillingham, R.L. is a phonics-based approach to teaching language. Students in R.L. are instructed in a highly researched and proven method that is the cornerstone of The Gow School's educational programming. R.L. has been successful in remediating students who have been diagnosed with dyslexia or other language based learning differences since the 1920's.

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Summer Reading Workshop

This course is intended to assist each student to read for comprehension. Students will work to develop various reading comprehension strategies such as multiple readings, summarization, annotation, and other note taking strategies. In addition, students are to focus on summer reading for pleasure and/or to meet school requirements. The course requires students to keep a journal and discuss selections with their peers and the teacher. Projects, book reports, and journals requested by the student's winter school will be incorporated into the class on an individualized basis.

Writing Process Level 1

Writing I focuses on grammar, sentence structure, and paragraph organization and development. Writing I uses a multisensory, process driven approach to writing based on the Gow School's Constructive Writing Program. The class focuses on basic grammar beginning with parts of speech and moves through paragraph development. Students in Writing I will write in a variety of genres which may include brief personal narratives, assigned journal writing topics, and free writing activities. All writing assignments are designed to reinforce concepts and writing strategies covered in class. Students in Writing Process I are responsible for daily written work.

Writing Process Level II

Writing II teaches and reinforces the writing process. The class uses a multisensory, process driven approach to writing based on The Gow School's Constructive Writing Program. After reviewing grammar and sentence structure, students in Writing II will learn writing strategies that will allow them to plan, organize, write, revise, and produce final drafts of paragraphs and/or essays. Students in Writing II will write a variety of genres such as narrative, informative, analytical, and persuasive writing assignments. Students are responsible for daily written work as well as a completed portfolio of written work at the conclusion of the Summer Program.

SCIENCE AND TECHNOLOGY

Computer I - Assistive Technology

Students in Computers I work with various Computer Applications and assistive technology tools to improve their technology skills. Students will work with *Mavis Beacon* to improve their typing, and they will use *Microsoft Word* to create and edit documents. Students will be introduced to *Kurzweil* (text-to-speech) and *Dragon Speak* (speech-to-text) assistive technologies. Students will also use *Excel* to create spreadsheets and manipulate data, and students will create data bases with *FileMaker Pro* or similar software. Students may also explore the use of other applications such as *Internet Explorer*, *Microsoft Paint*, *PowerPoint*, or *Inspiration 9*.

Videography

Videography students are responsible for brainstorming, writing, producing and editing various video productions. Students will write storyboards to facilitate the script writing process, create set designs, learn and implement various videotaping techniques, and use advanced video editing processes to complete their video projects. Videography projects may include productions about the themes of the week; interviews of GSSP teachers, staff, or students; and/or original movie or book reviews. Productions may include other academically appropriate projects.

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Coding and Computing

Coding and Computing will introduce students to aspects of computer design, programming, abstraction, and hardware. This course gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. There is flexibility in the course to allow both experienced and inexperienced students the opportunity to extend their skills. Programming languages offered include: Scratch, Blockly, Python 3, Sonic Pi, Java, and more. Students will also build and work with a Raspberry Pi computer.

EXECUTIVE FUNCTION COACHING

For this course, each student will be placed at the start of the program based on age and moved to the most appropriate setting based on need once evaluated by the EFC staff.

Organization and Study Skills I (approx. grades 3-6)

Organization and Study Skills I assists students in building the basic skills needed to organize, store, and recall information. Students will learn how to take notes efficiently, research and organize information, organize a notebook, and write basic essays using information found through research. Students may also learn to interpret charts, graphs, tables, and pictures. They will also learn how to study effectively for a variety of tests. This course is recommended for students up to 6th grade.

Organization and Study Skills II (approx. grades 7+)

Organization and Study Skills II further develops the skills needed to organize, store, and recall information accurately. Students may learn to interpret charts, graphs, tables, and pictures. They may take notes using a variety of methods, research and organize information, organize a notebook, write essays using information found through research, improve reading comprehension, and study for different types of tests. These skills are taught in the context of an inquiry into several major themes and current events. This course is recommended for students in grades 6+.

FINE AND PERFORMING ARTS

Drama and Theater

Drama and Theater is for students who want to improve their ability to act in plays, speak clearly in front of audiences, and to better understand the roles of music and movement in theater. Students learn and perform roles in several dramatic scenes in front of the entire camp. Students also learn to accept constructive criticism and to critique the performances of others.

Studio Art

In Studio Art, the students utilize a variety of media to improve their technical and creative abilities through the production of realistic, abstract, and non-objective art. Some projects include drawing a variety of objects using pencils, charcoal, oil pastels, and pen and ink; realistic and abstract painting using acrylic paint and scientific color mixing; sculpting a ceramic piece based on a researched artifact; and constructing a collage that inspires socio-political awareness.

Designs in Nature

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In Designs in Nature, students are asked to learn about the regional plant and animal life in Western New York, and they will catalogue what they learn in a unique way. Students are asked to draw upon their research and their artistic talent to create journals to share what they have learned. Students will also create several pieces of art using organic materials found in the local surroundings which will help students to express themselves artistically using non-traditional methods.

Courses with Prerequisites:

Advanced Writing and Publishing (*Recommended Prerequisites: Computer I, Writing Process II*)

In Advanced Writing, students use elements of Constructive Writing to engage in a process driven approach to writing that may include brainstorming, planning, organizing, drafting, revising and publishing articles for inclusion in the Summer Program student authored newspaper, *The Summer Sun*. Students may also engage in writing short stories, memoirs, and poetry that may be incorporated into the newspaper publications. Students in Advanced Writing produce multiple editions of the newspaper to be shared with parents, counselors, and GSSP staff. Students also may learn basic photojournalism and work on layout and design of the paper. Peer review is used as a means to assist with the revision process. It is recommended that students taking Advanced Writing and Publication have basic knowledge of sentence structure and paragraph development and organization.

Audio-Visual Engineering and Production (*Recommended Prerequisites: Computer I, Videography I*)

Students in Audio-Visual Engineering and Production will use a process driven approach to plan, design, film, and edit video and sound for selected projects. Students will learn and use Final Cut Pro X video software, and Logic Pro X and Native Instruments Komplete Kontrol audio software to complete projects. Projects may include GSSP activities of the week, student talents, GSSP faculty and staff interviews, GSSP classrooms in action, the GSSP theme of the week, and GSSP weekend trips. Students will plan, edit, produce and publish at least three videos during the Summer Program.

Experimental Science (*Recommended Prerequisites: Writing Process II, Math II*)

In Experimental Science, students learn using the scientific method. Students formulate hypotheses and create valid experiments with which to test them. Students gather and interpret data based on observations and then report on the results of their experiments based on inferences and conclusions from their data using inductive and deductive reasoning, mathematical modeling and scientific research. Students will use the Constructive Writing process, unique to The Gow School, to help write their laboratory reports. It is recommended that students taking Experimental Science have a basic understanding of sentence structure and paragraph organization and development.

Robotics (*Recommended Prerequisites: Computer I, Math II*)

In Robotics, students are asked to take their mathematics, computer and mechanical backgrounds and apply them to a team oriented task. The goal of the class is to create a fully autonomous robot which will perform a service, such as finding an object to place in a container, or navigate a maze. Students will have to organize as a team to design code and create their robot. It is recommended that students taking Robotics have some computer experience and that they are secure in their understanding of mathematical operations.