

Agenda School Committee Meeting 3/13/2023

Mission Statement

The mission of the Gardner Public School System is to prepare, in collaboration with parents, students who are ready upon graduation for the challenges of college and career without remediation. This will be done in a safe, caring, just and equitable environment. Our Core Values are Academic Excellence, Creativity, Respect and Responsibility.

Notice: The listing of agenda items are those reasonably anticipated by the Chairman which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Any person may make a video or audio recording of an open session of a meeting, or may transmit the meeting through any medium, subject to reasonable requirements of the Chair as to the number, placement, and operation of equipment used so as not to interfere with the conduct of the meeting. Any person intending to make such recording shall notify the Chair forthwith. All documents and exhibits used or referenced at the meeting must be submitted in duplicate to the Recording Secretary, as they become part of the meeting minutes.

GARDNER PUBLIC SCHOOLS

REGULAR MEETING OF THE SCHOOL COMMITTEE

Monday, March 13, 2023, 6:30 PM

City Council Chambers, City Hall, Gardner, MA 01440

ORDER OF BUSINESS

- A. **Call to Order**
- B. **Open Time for General Public**
- C. **Recognitions by the Superintendent –**
- D. **Consent Agenda**
 - a. Approval of Minutes: February 13, 2023
 - b. Accept Grant Funds on Grant listing dated March 13, 2023 in the amount of \$45,000.00
 - c. Warrant # 23-32, dated February 9, 2023, in the amount of \$128,909.82
 - d. Warrant # 23-33, dated February 16 2023, in the amount of \$988,701.64
 - e. Warrant # 23-34, dated February 23, 2023, in the amount of \$95,771.57
 - f. Warrant # 23-35, dated March 2, 2023, in the amount of \$1,162,988.42
 - g. Donations -
- E. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee

Agenda School Committee Meeting 3/13/2023

- F. **Student Advisory Board** – GHS, Junior - Amber Cameron
- G. **Discussion Items:**
 - New Business**
 - Item #3493 First Reading of Policies (Information)**
 - BEDH – Public Participation at School Committee Meetings**
 - BID – School Committee Member Compensations**
 - CA – Administration Goals and Objectives**
 - CE – School Superintendent**
 - DH – Bonded Employees and Officers**
 - DI – Fiscal Accounting and Reporting**
 - DIE - Audits**
 - Item #3494 Second Reading of Policies (Vote Required)**
 - BDBB – Duties of Vice-Chairperson**
 - BDFA-E-3 – Conduct of School Council Business**
 - DBD – Budget Planning**
 - Item #3495 Field Trip - GHS Senior Class Trip, Hershey PA, April 28 & 29, 2023 (Vote Required)**
 - Item #3496 Program of Studies (Vote Required)**
 - Item #3497 Monty Tech After Dark Program MOU (Vote Required)**
 - Item #3498 Kindergarten Registration 2023-2024 (Information)**
 - Item #3499 Curriculum Coordinator Update (Information)**
 - Item #3500 Grants Administrator Update (Information)**
 - Item #3501 Special Education Update (Information)**
 - Item #3502 SEPAC Update (Information)**
 - Item #3503 MSBA – New Building Project**
- H. **Communications**
- I. **Final Comments of School Committee**
- J. **Executive Session**
- K. **Adjournment**

GARDNER PUBLIC SCHOOLS

BRIEFING

ORGANIZATIONAL MEETING OF THE SCHOOL COMMITTEE

Monday, March 13, 2023, 6:30 PM
City Council Chambers, City Hall, Gardner, MA 01440

ORDER OF BUSINESS

- A. **Call to Order**
- B. **Open Time for General Public**
- C. **Recognitions by the Superintendent –**
- D. **Consent Agenda**
 - a. Approval of Minutes: Regular Meeting, February 13, 2023 – The School Committee Chair recommends approval of meeting minutes.
 - b. Accept Grant Funds on Grant listing dated March 13, 2023 in the amount of \$45,000
 - c. Warrant # 23-32, dated February 9, 2023, in the amount of \$128,909.82
 - d. Warrant # 23-33, dated February 16, 2023, in the amount of \$988,701.64
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 - g. Donations -
- E. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee
- F. **Student Advisory Board – GHS, Junior - Amber Cameron**
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 - BDFA-E-3 – Conduct of School Council Business**
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Briefing

School Committee Meeting 3/13/2023

Item #3495 Field Trip - GHS Senior Class Trip, Hershey PA, April 28 & 29, 2023 (**Vote Required**)

Item #3496 Program of Studies (**Vote Required**)

Item #3497 Monty Tech After Dark Program MOU (**Vote Required**)

Item #3498 Kindergarten Registration 2023-2024 (**Information**)

Item #3499 Curriculum Coordinator Update (**Information**)

Item #3500 Grants Administrator Update (**Information**)

Item #3501 Special Education Update (**Information**)

Item #3502 SEPAC Update (**Information**)

Item #3503 MSBA – New Building Project

H. **Communications**

I. **Final Comments of School Committee**

J. **Executive Session**

K. **Adjournment**

Gardner School Committee

Regular Meeting – February 13, 2023

City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts

Members present: Mayor Michael Nicholson, Chairperson
Jennifer Pelavin, Vice Chairperson
Rachel Cormier, Secretary
John LaFreniere, Finance Officer
Shannon Leighton
Anne Hurst
Robert Swartz

School Personnel present: Dr. Mark Pellegrino, Superintendent
Terri Hillman, Recording Secretary
Amber Cameron, GHS Student Representative
Mark Hawke, Director of Finance and Operations
Dr. Catherine Goguen, Chief Academic Officer
Peter McMorrow, Principal, GALT

Call to Order

Mayor Nicholson, Chairperson, called the meeting to order at 6:30 pm. The meeting opened with a roll call and the Pledge of Allegiance. The meeting was broadcast live on Channel 8 (Gardner Educational Television Station).

Open Time for the General Public

No one from the General Public requested to speak.

Student Advisory Board

Mayor Nicholson, Chairperson, requested that if there were no objections Item F. - Student Advisory Board - be taken out of order. There were no objections.

Amber Cameron, Student Representative, reported on activities at GHS. The boys' basketball and hockey teams have qualified for States. There was good attendance at the Early College at MWCC. Currently the students are in Winter Fun Week and have a fund raiser for the Heart Fund.

CONSENT AGENDA

Mayor Nicholson noted that there is a Scribner error on page 5 of the Regular Meeting of January 3, 2023. The correct date of the State of the City Address is January 10, 2023.

Mr. Swartz moved that the District School Committee vote to approve the Consent Agenda as amended.

- **Approval of Minutes of Regular Meeting of January 3, 2023, as amended and**
- **as recommended by the School Committee Chairperson.**
- **Approval of Minutes of Special Meeting, State of the City, January 10, 2023.**
- **Approval of the following Warrants as recommended by the Finance Subcommittee:**
 - **Warrant #23-26 dated 12/29/22 in the amount of \$716,762.79**
 - **Warrant #23-27 dated 01/05/23 in the amount of \$540,824.81**
 - **Warrant #23-28 dated 01/12/23 in the amount of \$249,373.04**
 - **Warrant #23-29 dated 01/19/23 in the amount of \$199,146.05**
 - **Warrant #23-30 dated 01/26/23 in the amount of \$380,297.00**
 - **Warrant #23-31 dated 02/02/23 in the amount of \$1,193,296.54**

Seconded by Mrs. Leighton

Vote – so voted.

Mayor Nicholson, Chairperson, abstained from voting.

SUBCOMMITTEE REPORTS

Finance Subcommittee

Mr. LaFreniere, Chairperson, said that the Finance Subcommittee met on January 26, 2023. Minutes of the meeting were presented.

The Subcommittee reviewed the Expense Report and Mr. Hawke explained why some accounts were in the negative. These accounts will be covered by existing funds at the end of the year.

The Watkins Field concession /restroom work is ongoing. Interior work should wrap up in February and final grading and paving will take place in the spring.

Policy Subcommittee

Mrs. Hurst, Chairperson, said that the Policy Subcommittee met on February 2, 2023. Minutes of the meeting were presented.

The following policies were reviewed, and it was determined that no changes were required. These policies will be updated as “Reviewed February 2023.”

- BDBC Duties of Secretary
- BDBD Duties of Finance Officer
- BDD School Committee – Superintendent Relationship
- BDF Advisory Committee to School Committee

- BDFA-E-1 School Improvement Plan
- BEDD Rules of Order
- BEDG Minutes
- DBC Budget Deadlines
- DBJ Transfer Authority

NEW BUSINESS

ITEM #3475 – First Reading of Policies

Mrs. Hurst presented the following policies for a first reading as recommended by the Policy Subcommittee:

- BDBB Duties of Vice Chairperson
- BDFA-E-3 Conduct of School Council Business
- DBD Budget Planning

Item #3476 – Program of Studies

The Program of Studies was presented for information. It will be voted on at the March 2023 School Committee meeting.

Item #3477 – School Improvement Plan – GALT

Mr. Peter McMorro, Principal of GALT, presented the School Improvement Plan for GALT Academy. GALT is now in its new location on Elm Street. This new location has given a great opportunity to reset the climate, culture, and routine for the school and the students.

He presented MTSS SEL updates with emphasis focused on attendance, MTSS Academic updates, and work with MWCC on Gateway to College. They are also focused on Equity and Parent/Community Engagement and are working to expand the Parent Council.

Item #3478 – 2023-2024 School Choice Acceptance

Mrs. Pelavin moved that the District School Committee vote to accept School Choice students for the 2023-2024 school year.

Seconded by Mrs. Hurst.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3479 – 2022-2023 School Committee Schedule of Meetings

Mrs. Pelavin moved that the District School Committee vote to approve the amended schedule of School Committee meetings for 2022-2023 based on a start time of 6:30 p.m. as of February 13, 2023.

Seconded by Mr. LaFreniere.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3480 – 2023-2024 School Committee Schedule of Meetings

Mrs. Pelavin moved that the District School Committee vote to approve the schedule of School Committee meetings for the period September 2023 to June 2024 as presented.

Seconded by Mrs. Cormier.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3481 – 2023-2024 Annual School Calendar

Dr. Goguen presented two options for the start of school for the 2023-2024 school year.

- Option #1 – August 24-29 - Staff August 30 - Students
- Option #2 - August 28-31 - Staff September 5 - Students

Parents and staff were surveyed for a preferred calendar option. Dr. Goguen presented the results of the survey. There were 454 responses – 47.1% for Option 1 and 53.1% for Option 2.

Mrs. Pelavin moved that the District School Committee vote to approve Option #2 of the 2023-2024 Annual School Calendar as presented.

Seconded by Mrs. Leighton.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3482 – Stop Arm Cameras on Buses

Mrs. Pelavin presented information on cameras being put on the stop arm of school buses. The cameras would take pictures of drivers that do not stop for school buses, and they would be ticketed. State House Bill H2426 did not make it out of committee last year. Other school committees have passed resolutions to have a similar version of this bill filed and voted on.

Mr. Swartz moved that the Gardner School Committee vote to ask the State Delegation to advocate for a bill or to file a bill similar to H2426 regarding the Stop Arm Camera on school buses.

Seconded by Mrs. Pelavin.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3483 – Letter of Partnership - “After Dark” Program

Mr. LaFreniere moved that the District School Committee vote to approve Dr. Pellegrino’s letter of December 28, 2022 to join several other school districts in piloting an innovative “After Dark” program that will provide more students with access to valuable vocational training opportunities.

Seconded by Mr. Swartz.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3484 – 2023-2024 Enrollment for Virtual School

Mrs. Pelavin moved that the District School Committee vote to cap enrollment for Virtual School at 1%.

Seconded by Mr. Swartz.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3485 – College & Career Readiness Report

The College & Career Readiness report was included in the members' packets. Ms. Melissa Paine, College & Career Readiness Program Coordinator, was not present this evening.

Item #3486 – Curriculum Coordinator Report

The Curriculum Coordinator's report was included in the members' packets. Dr. Catherine Goguen, Chief Academic Officer, was present to answer questions.

Item #3487 – Director of School Health Services Report

The School Health Services report was included in the members' packets. Ms. Rebecca McCaffrey, Director of School Health Services, was not present this evening.

Item #3488 – ELL Coordinator Report

The English Language Learners report was included in the members' packets. Ms. Lori Simpson, ELL Coordinator, was not present this evening.

Item #3489 – Grants Administrator Report

The Grants Administrator report was included in the members' packets. Ms. Courteny Dunn, Grants, Communications & Compliance Manager, was not present this evening.

Item #3490 – Special Education Report

The Special Education report was included in the members' packets. Ms. Joyce West, Director of Pupil Personnel Services, was not present this evening.

Item #3491 – SEPAC Report

Mrs. Hurst reported that information on the SEPAC meeting held in January was contained in Ms. West's Special Education Report.

COMMUNICATIONS

Dr. Pellegrino congratulated the basketball and hockey teams.

FINAL COMMENTS

Mrs. Leighton thanked Mr. McMorrow for his report on GALT Academy.

Mrs. Pelavin wished everyone a Happy Valentine's Day.

Mr. Swartz also wished everyone a Happy Valentine's Day.

Mrs. Cormier thanked Mr. McMorrow for his presentation this evening.

Mayor Nicholson said that the Prospect Street School is going on the market.

ADJOURNMENT

Mrs. Pelavin moved to adjourn.

Seconded by Mr. Swartz.

Mayor Nicholson abstained from voting.

Vote – so voted.

The meeting adjourned at 7:15 pm.

**Rachel Cormier
Secretary**

Terri Hillman, Recording Secretary

Gardner Public Schools

Courtney Dunn, *Grants, Communications & Compliance Manager*



www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

Grant Funding for Approval – February 13, 2023

Grant Title	Amount	Grant Period	Use of Funds
FC332 Mental and Behavioral Health Grant – ADDITIONAL FUNDING	\$25,000 (over and above the initial \$127,500)	11/30/2022-6/30/2023	The additional funding will be used to provide crisis response and training for mental health staff.
FC722 School Nutrition Equipment Grant	\$20,000	3/1/2023-6/30/2023	The funding will be used to purchase a food steamer for the Gardner Middle School, enabling staff to provide more fresh foods.

Community • Appreciation • Responsibility • Excellence

The Gardner Public School District does not discriminate due to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, homelessness or limited English proficiency.

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-32

WARRANT DATE 02/09/23

Location	Office & Gen Supplies	Curriculum	Dues	Athletics	IT	Utilities	Facilities	TOTAL
High School		\$126.50	\$135.00			\$196.01	\$11,343.44	\$11,800.95
Middle School	\$68.98	\$171.60	\$999.75				\$26.47	\$1,266.80
Gardner Elementary School							\$3,242.70	\$3,242.70
Elm St. School								\$0.00
Waterford St. School								\$0.00
Helen Mae Sauter								\$0.00
Sub-Total	\$68.98	\$298.10	\$1,134.75	\$0.00	\$0.00	\$196.01	\$14,612.61	\$16,310.45

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Prof. Dev.	Legal	Tuition	Assessment	Facilities	Carryover	TOTAL
Special Education	\$52.69	\$59,022.50			\$1,877.25		\$9,288.00		\$180.00			\$70,420.44
Administration	\$166.40		\$9,788.30	\$248.40		\$3,666.00	\$8,141.20			\$63.62		\$22,073.92
Sub-Total	\$219.09	\$59,022.50	\$9,788.30	\$248.40	\$1,877.25	\$3,666.00	\$17,429.20	\$0.00	\$180.00	\$63.62	\$0.00	\$92,494.36

Revolving Accounts	\$1,500.00
Grants	\$18,605.01
Bonds	
Sub-Total	\$20,105.01

GRAND TOTAL	\$128,909.82
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-33

WARRANT DATE 02/16/23

Location	Office & Gen Supplies	Dues & Mem	Student Activity	Athletics	IT	Utilities	Facilities	TOTAL
High School	\$187.20	\$1,300.00	\$2,993.48	\$212.00		\$11,740.06	\$26,973.64	\$43,406.38
Middle School						\$14,557.40	\$21,306.78	\$35,864.18
Gardner Elementary School						\$12,134.59	\$33,123.68	\$45,258.27
Elm St. School						\$79.53	\$6,486.43	\$6,565.96
Helen Mae Sauter						\$3,470.21	\$1,607.87	\$5,078.08
Sub-Total	\$187.20	\$1,300.00	\$2,993.48	\$212.00	\$0.00	\$41,981.79	\$89,498.40	\$136,172.87

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Prof. Dev.	Legal	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education		\$2,295.00			\$467.50			\$21,073.20				\$23,835.70
Administration			\$1,090.67						#####	\$18,054.99		\$29,528.38
Sub-Total	\$0.00	\$2,295.00	\$1,090.67	\$0.00	\$467.50	\$0.00	\$0.00	\$21,073.20	#####	\$18,054.99	\$0.00	\$53,364.08

Revolving Accounts	\$3,207.24
Grants	\$36,339.51
Watkins Field	\$344,135.75
Bonds	\$415,482.19
Sub-Total	\$799,164.69

GRAND TOTAL	\$988,701.64
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-34

WARRANT DATE 02/23/23

Location	Office & Gen Supplies	Curriculum	Nurse	Athletics	IT	Utilities	Facilities	TOTAL
High School	\$1,026.14	\$995.00			\$3,080.64		\$2,695.84	\$7,797.62
Middle School			\$60.45		\$1,668.05		\$4,573.88	\$6,302.38
Gardner Elementary School	\$1,999.50				\$3,097.34		\$5,121.25	\$10,218.09
Elm St. School							\$580.99	\$580.99
Helen Mae Sauter							\$405.50	\$405.50
Sub-Total	\$3,025.64	\$995.00	\$60.45	\$0.00	\$7,846.03	\$0.00	\$13,377.46	\$25,304.58

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Prof. Dev.	Legal	Tuition	Nurse	Facilities	Carryover	TOTAL
Special Education	\$81.12	\$10,035.00	\$1,142.07		\$2,313.10			\$7,799.60				\$21,370.89
Administration	\$39.43		\$1,540.61							\$7,688.91		\$9,268.95
Sub-Total	\$120.55	\$10,035.00	\$2,682.68	\$0.00	\$2,313.10	\$0.00	\$0.00	\$7,799.60	\$0.00	\$7,688.91	\$0.00	\$30,639.84

Revolving Accounts	\$4,855.00
Grants	\$21,404.65
Bonds	\$13,567.50
Sub-Total	\$39,827.15

GRAND TOTAL	\$95,771.57
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-35

WARRANT DATE 03/02/23

Location	Office & Gen Supplies	Curriculum	Assessment	Athletics	IT	Utilities	Facilities	TOTAL
High School	\$1,992.60	\$1,883.38	\$998.00	\$7,405.33		\$266.88	\$1,518.64	\$14,064.83
Middle School		\$113.88						\$113.88
Gardner Elementary School	\$114.40						\$2,489.97	\$2,604.37
Elm St. School								\$0.00
Waterford St. School								\$0.00
Helen Mae Sauter								\$0.00
Sub-Total	\$2,107.00	\$1,997.26	\$998.00	\$7,405.33	\$0.00	\$266.88	\$4,008.61	\$16,783.08

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Prof. Dev.	Legal	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education		\$8,685.00			\$10,250.25			\$58,059.20				\$76,994.45
Administration		\$59,130.00	\$5,824.81	\$3,382.32			\$4,026.00		\$926.67	\$5,815.91		\$79,105.71
Sub-Total	\$0.00	\$67,815.00	\$5,824.81	\$3,382.32	\$10,250.25	\$0.00	\$4,026.00	\$58,059.20	\$926.67	\$5,815.91	\$0.00	\$156,100.16

Revolving Accounts	\$1,931.00
Grants	\$82,548.19
Replenish Student Act Acct	\$8,363.54
Bonds	\$897,262.45
Sub-Total	\$990,105.18

GRAND TOTAL	\$1,162,988.42
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70 Waterford Street
Gardner, MA 01440

Facilities Sub-Committee Meeting
Minutes
Thursday, February 9, 2023

PRESENT: Robert J. Swartz, Chair, Jennifer Pelavin

REGRETS: John LaFreniere

In Attendance: Mark Pellegrino, Superintendent, Mark Hawke, Director of Operations & Finance, Wayne Anderson, Director of Maintenance.

Approval of December 8, 2022, minutes will be done during April's meeting.

WATKINS FIELD – Concession/Rest Rooms Building. The chair made a visit during the work day, contractor was installing wallboard. Installing wallboard is a good sign the project is nearing completion.

GES- Electronic Sign: Mr. Anderson recently received the sign manual, ID code and instruction for placing sign into operation. Hopefully the sign will be in operation by the time of the next meeting.

We had two pipe bursts one in Building A and the other in Building C. On one the fitting connection let go and on the other the pipe split from cold weather due to an open window.

Mr. Anderson, the maintenance team, and the snowplowing contractor received accolades for a job well done for the recent snow/ice storm.

GHS- Landry Auditorium- HVAC. A contract has been awarded to study the upgrade of the HVAC system for the Auditorium. Cost estimates are due shortly. Depending on funding the project could extend to the cafeteria and library.

Next meeting April 13, 2023.

Nothing further to discuss a Motion to adjourn was made and seconded. Meeting adjourned at 5:25 PM.

Robert J. Swartz

Robert J, Swartz

Facilities Committee Chairman

GARDNER PUBLIC SCHOOLS

70 Waterford Street, Gardner, MA 01440

Finance Sub-Committee Meeting
Tuesday, March 7, 2023 at 5:00pm

Minutes

Members Present: Mrs. Pelavin, Mr. Swartz, Mr. LaFreniere

Members Absent:

Others Present: Mr. Mark Hawke, Director of Finance & Operations

Mr. LaFreniere called the meeting to order at 5:00 p.m.

A motion was made by Mr. Swartz and seconded by Mrs. Pelavin to approve the minutes of the January 26, 2023 Finance Subcommittee meeting. So voted.

Expense Report Review:

The Committee reviewed the Expense Report. Mr. Hawke noted the following:

At GHS, GMS and GES the sub teacher lines are still running in the negative. These will be made up from available funds at the end of the year.

At GES the RBT line is in the negative, but this is just a timing issue and will be fixed next month. The GES electric account shows a negative, but this is just due to the encumbrance and not actual spent. The Solid Waste number came in higher than anticipated and will be made up from available funds at the end of the year.

Two expenses stick out in the District section, Out Of District (OOD) shows a negative, at this point in time, however this is due to the encumbrance and this line is very fluid all year long and is subject to change monthly. Legal Expense for Special Education, as foretold at the last meeting, is in the negative due to all of the OOD activity.

Other questions were posed and answered.

The Revolving Funds Summary Report was presented for review. Mr. Hawke noted that we will spend more school choice funds than we receive this year. This was intentional in order to complete some one time projects. Athletics is off, but it is a timing issue as we just sent out the bills to the area schools for ice time. The Circuit Breaker, Food Service, Pre-k, Building Use and Extended Day funds are all healthy.

Mr. Swartz inquired as to the source of income for the Building Use Fund. Mr. Hawke stated that the Commonwealth paid to hold vaccine clinics at GHS and a martial arts show was held at GHS. Other questions were posed and answered.

Mr. Swartz asked for the Transfer Report and it was emailed to all committee members prior to the meeting.

Projects Update:

Watkins Field concession/restroom work is ongoing and almost complete. No other project updates.

New Business:

The Pre-school Tuition rates were reviewed. The rates increased last year. The rates are in line with area schools.

A motion was made by Mrs. Pelavin and seconded by Mr. Swartz to keep the rates the same. So voted.

Upcoming Vendor Contracts were discussed. Moura's Cleaning Service and Whitson's Food Service contracts will be put out to bid in the coming months. The committee did not have an issue with either vendor.

Director's budget request sheets will be emailed to the Committee members for review.

The next meeting will be April 4, 2023 at 5pm.

The meeting adjourned at 5:41 p.m.

GARDNER PUBLIC SCHOOLS

Policy Subcommittee
Meeting Minutes
Thursday, March 2, 2023
3:00 PM

Superintendent's Conference Room
70 Waterford Street, Gardner, MA 01440

In Attendance: Mrs. Anne Hurst, Chair; Mrs. Rachel Cormier, Member; Mrs. Shannon Ward-Leighton, Member

Absent:

Also in Attendance: Dr. Catherine Goguen, Chief Academic Officer; Ms. Courtney Dunn, Grants, Communications, & Compliance Coordinator; Mr. Mark Hawke, Director of Finance and Operations; Ms. Brenda Smith, Assistant to the Superintendent

Mrs. Hurst called the meeting to order at 3:00 p.m.

A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to approve the minutes of the February 2, 2023 Policy Meeting. The motion passed unanimously.

The following policies were reviewed and determined that no changes were required. Therefore, the policies will be updated as "Reviewed March, 2023":

- BHC – School Committee – Staff Communications
- BIBA – School Committee Conferences, Conventions, and Workshops
- CH – Policy Implementation
- DGA – Authorized Signatures

Policy BEDH – Public Participation at School Committee Meetings was reviewed and discussed. The Subcommittee recommended that the policy title be changed from "Public **Participation** at School Committee Meetings" to "Public **Comment** at School Committee Meetings" to reflect the Massachusetts Association of School Committees (MASC) recommended Policy BEDH title. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send Policy BEDH with the recommended changes to the March full School Committee Meeting for a first read. The motion passed unanimously.

Policy BID – School Committee Member Compensation was reviewed and discussed. Dr. Goguen presented updates to legal references and the addition of language from the MASC policy BID that provides more detailed guidance regarding compensation of School Committee Members. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send policy BID with the recommended changes to the March full School Committee Meeting for a first read. The motion passed unanimously.

Policy CA – Administration Goals and Objectives was reviewed and discussed. Dr. Goguen presented updates to the policy including the removal of “and Objectives” from the title to match the MASC Policy CA title, and removal of all current policy language replaced with the language from the MASC recommended Policy CA. She also presented updates to legal references. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Cormier to send Policy CA with the recommended changes to the March full School Committee Meeting for a first read. The motion passed unanimously.

Policy CE – School Superintendent was reviewed and discussed. Dr. Goguen stated that the MASC file name for this policy is “CB”. She presented updates to this policy including a file name change to “CB” to match the MASC recommended policy, and removal of all current policy language replaced with the language from the MASC recommended Policy CA. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send Policy CE with the recommended changes to the March full School Committee Meeting for a first read. The motion passed unanimously.

Policy CFA – School Building Administrative Coverage was reviewed and discussed. Dr. Goguen stated that the MASC does not have a recommended policy for this topic and that as currently written is very procedural in nature. The Subcommittee recommended updated language for the policy and also recommended that the District create a procedure document to accompany the policy for specific guidance on providing needed coverage to buildings. The Subcommittee asked that this policy be added to the April agenda with the recommended changes for further review and discussion.

Policy DH – Bonded Employees and Officers was reviewed and discussed. Dr. Goguen presented updates to legal references. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Cormier to send Policy DH with the recommended changes to the March full School Committee Meeting for a first read. The motion passed unanimously.

Policy DI – Bonded Employees and Officers was reviewed and discussed. Dr. Goguen presented updates to the policy including the addition of language from the MASC recommended Policy DI regarding responsibility for receiving and accounting for all funds of the District. She also presented updates to legal references. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Cormier to send Policy DI with the recommended changes to the March full School Committee Meeting for a first read. The motion passed unanimously.

Policy DIE – Audits was reviewed and discussed. Mr. Hawke recommended the addition of language from the MASC recommended Policy DIE regarding the frequency and compliance of audits, and the ability of the School Committee to request audits at their discretion. He also presented updates to legal references. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send Policy DIE with the recommended changes to the March full School Committee Meeting for a first read. The motion passed unanimously.

The next Policy Subcommittee meeting will occur on Tuesday, April 4, 2023 at 3:00 p.m. in the Superintendent’s Conference Room.

A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to adjourn the meeting. The motion passed unanimously. The meeting adjourned at 3:34 p.m.

PUBLIC ~~PARTICIPATION COMMENT~~ AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires individuals to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear public comment.

Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.

To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner.
2. Speakers will be allowed up to three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chair may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.
4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.
5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the Gardner School Committee.
6. Sign up instructions will be provided for those who wish to participate in Public Comment.

LEGAL REFS.: M.G.L. c. 30A: 18-25

CROSS REFS: BE, SCHOOL COMMITTEE MEETINGS

BEC, EXECUTIVE SESSIONS

BEDA, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

SOURCE: MASC

[Revised: April 2020]

[~~Reviewed~~Revised: ~~March~~ 2023]

SCHOOL COMMITTEE MEMBER COMPENSATION

~~The School Committee shall serve without compensation, except by a majority vote of the city council, the amount of such compensation to be set by the city. The School Committee shall serve without compensation, except that a member of a School Committee may be compensated for their services by a majority vote of the city council; the amount of such compensation, in each case, to be set by the City. No member of the School Committee shall be eligible to the position of teacher, or Superintendent of public schools therein, or in any union school or superintendency union or district in which the City participates.~~

~~In addition, no member of the School Committee, except the mayor, shall, while a member thereof, hold any other office or positions in the school department, the salary or compensation of which, is payable out of the city treasury.~~

~~Upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Committee, members may be reimbursed from school funds.~~

Reimbursable expenses may include the cost of attendance at conferences of School Committee associations and other professional meetings or visitations when such attendance and expense payment has had prior School Committee approval.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:5; 71:52

CROSS REF.: BIBA, School Committee Conferences, Conventions, and Workshops
~~[Reference: General Laws of Massachusetts, Chapter 71 Section 52, Chapter 43 Section 32; BIBA School Committee Conference Convention and Workshops; DKC, Expense Reimbursements]~~

[Reviewed: January 2002]

[Reviewed April 2012]

[Revised May: 2018]

[Revised: April 2020]

[Revised: 2023]

ADMINISTRATION GOALS ~~AND OBJECTIVES~~

~~We believe that in order to provide the type of educational program necessary to meet the needs of all the students of Gardner, the School Committee must rely on a Superintendent who should be given the primary responsibility to provide the professional visionary leadership the school district demands.~~

~~The School Committee, Superintendent, and his/her administrative team have the primary responsibility for designing an organization that can effectively achieve the purposes for which the school system was organized.~~

~~In the educational organization the administrative staff is expected, within the framework of School Committee decisions, to provide the school district employees with the time, materials, resources, working conditions, and inspiration that they need to fulfill their obligations.~~

The School Committee intends to employ qualified personnel to administer the school district efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. The Superintendent will establish channels so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to their area of operation.

LEGAL REFS.: M.G.L. 71:41, 71:42

SOURCE: MASC - Updated 2022

[Revised: March 2002]

[Revised: February 2019]

[Revised: 2023]

SCHOOL SUPERINTENDENT

~~The administration of the school system in all of its aspects shall be delegated to the superintendent, who shall carry out his/her administrative functions in accord and with the policies adopted by the School Committee and responsibilities required by Massachusetts General Laws and applicable federal laws. The execution of all decisions made by the School Committee concerning the internal operation of the school system shall be delegated to the Superintendent.~~

The Committee shall employ a Superintendent of Schools and fix their compensation. The Superintendent shall act in accordance with Mass. General Laws and shall perform such other duties consistent with this section as the Committee may determine. They shall also prepare such reports as may be required by the Department of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the Mayor in sufficient time for printing in the annual report.

SOURCE: MASC - Updated 2022

LEGAL REFS: M.G.L. 71:59, 72:3

[Revised: March 2002]

[Reviewed: January 2006]

[Revised: February 2019]

[Revised: 2023]

BONDED EMPLOYEES AND OFFICERS

Each employee of the school system who is assigned the responsibility of receiving and/or dispensing school funds will be bonded individually or covered by a blanket bond. The cost of the bond will be paid by the city.

SOURCE: MASC Updated 2022

[Reference: M.G.L. 40:5; 41:109A; 71:47]

[Adoption: October 1998]

[Reviewed: November 2003]

[Reviewed: February 2019]

[Reviewed: December 2021]

[Revised: 2023]

FISCAL ACCOUNTING AND REPORTING

~~The superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school system. This responsibility may be delegated to the school business administrator.~~ The Superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school district, maintaining effective internal controls so as to assure the effectiveness and efficiency of operations; adequate safeguarding of property; assurance of expenditures in accordance with programs under which revenues are received; and compliance with applicable laws and regulations.

The accounting system used will conform to state requirements and to sound business practices. The system will provide for the appropriate separation of accounts, funds, and special monies.

The school committee will receive monthly financial statements from the superintendent showing the financial condition of the school department. Such other financial statements as may be determined necessary by either the committee or the administration will be presented as deemed necessary.

SOURCE: MASC Updated 2022

LEGAL REF.: MGL Ch. 44:38

603 CMR 10:00

2 CFR 200.303

CROSS REFS: DBJ Budget Transfer Authority

DIE Audits ~~{Reference: Board of Education 603 CMR 10:00}~~

[Adopted: October 1998]

[Revised: June 2002]

[Reviewed: February 2019]

[Reviewed: December 2021]

[Revised: 2023]

AUDITS

As a department of the City, an audit of the school department's accounts shall be conducted annually by external auditors within nine months of the close of the fiscal year. This review shall be conducted in accordance with the generally accepted accounting principles and the Government Auditing Standards issued by the U. S. Comptroller General. An audit of the school department's accounts shall be conducted annually. In addition, the school committee may request a private audit of the school system's accounts at its discretion.

Upon completion of the external audit, the Superintendent will share the resulting documentation with the Committee. The School Committee will consider the recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

Additionally, the district is also subject to the following:

- End of Year Financial Compliance Report: Every Massachusetts school district must submit the results of this report to the Department. This End of Year report must be submitted to the Department on or before September 30 each year.
- Government Accounting Standards Board 34: The District is covered in these government financial statements of revenue and expenditures of the municipality.
- Federal grant audits: As a district that spends about thresholds required, the district is subject to the Single Audit Act.
- Student Activity Account: As required by state law, student activity accounts are audited annually. For accounts that exceed \$25,000, the School Committee shall consider an audit conducted by an outside firm every three years

The Committee may request an additional audit of the school district's accounts at its discretion

SOURCE: MASC Updated 2022

LEGAL REF: M.G.L. 44:38-40; 71:47; 72:3

CROSS REFS: DI, Fiscal Accounting and Reporting
JJF, Student Activity Accounts

[Adopted: October 1998]

[Reviewed: October 2002]

[Reviewed: February 2019]

[Reviewed: March 2022]

[Revised: 2023]

DUTIES OF VICE-CHAIRPERSON

The vice-chairperson shall preside at all meetings whenever the chairperson is absent, or when requested to take the chair by the chairperson. The vice-chairperson shall perform all the duties of the chairperson in the absence of the chairperson.

When the vice chairperson is elected, ~~he/she~~the vice chairperson shall solicit written interest from all school committee members relative to all non-elected subcommittees. ~~He/she~~The vice chairperson shall then appoint, prior to the February meeting, members to the following subcommittees and Athletic Council:

1. Facilities
2. Policy
3. Technology
4. GEA Negotiations
5. 1717 Negotiations
6. ESP Negotiations
7. Coaches' Negotiations
8. Superintendent Evaluation
9. Transportation

Additional subcommittees may be named on an ad hoc basis as required. School Committee members shall be appointed thereto by the Vice-Chairperson of the School Committee.

The Vice-Chairperson of the School Committee shall appoint the chairperson of each standing and ad hoc subcommittee.

[Revised: October 2003]

[Revised: March 2008]

[Reviewed: April 2017]

[Reviewed: November 2017]

[Reviewed: September 2020]

[Revised: 2023]

CONDUCT OF SCHOOL COUNCILS BUSINESS

~~The principal shall, by law, serve as co chair of the council. The second co chair will be elected annually by the council members at the council's first meeting of the school year. The co chairs will be responsible for the preparation of the agenda for the council meetings.~~

~~The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours. At its first meeting of the school year, the council will set its calendar of regular meetings for the year. Where circumstances warrant, the council may choose to call additional meetings.~~

~~Consensus shall be used by school councils as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the principal and Roberts Rules of Order shall prevail if there are questions of procedure.~~

~~All meetings of the school council shall conform to the Open Meeting Law, Chapter 30A, Sections 18-25, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, and that minutes of the meeting shall be maintained as required. The scope of the school council does not require, and therefore, does not qualify for, executive session.~~

~~The superintendent shall receive agendas and minutes of all school council meetings. The superintendent shall provide copies of these materials to members of the school committee for information.~~

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order.

All meetings of the school council shall conform to the Open Meeting Law. The scope of the school council does not require, and therefore does not qualify for, executive session.

The Superintendent shall receive agendas and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.

The following guidelines define the role of the school council: The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent.

Source: MASC – Consolidated and Updated 2022

[Reference: M.G.L. ~~Chapter 71:38Q, Section 59C, Chapter 30A, Sections 18-25~~]

[Approved: March 1999]

[Reviewed: December 2001]

[Revised: April 2005]

[Revised: November 2011]

[Reviewed: November 2017]

[Revised: December 2020]

[Revised: 2023]

BUDGET PLANNING

A significant portion of income for the operation of the public school system is derived from local property taxes. The school committee will attempt to protect the valid interest of the taxpayers. However, the first priority in the development of an annual budget will be the educational welfare of the children in our schools.

Budget decisions reflect the attitude and philosophy of those charged with the responsibility for educational decision-making. Therefore, a sound budget development process must be established to ensure that the annual operating budget accurately reflects the goals and objectives of the Gardner Public School System.

In the budget planning process for the school system, the school committee will strive to:

1. Engage in thorough advance planning, ~~with staff and community involvement~~, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relationship to dollars expended.
2. Establish levels of funding that will provide high quality education for all our students.
3. Use the best available techniques for budget development and management.

The superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar.

[Adopted: October 1998]

[Reviewed: December 2003]

[Reviewed: May 2008]

[Reviewed: February 2019]

[Reviewed: December 2021]

[Reviewed: 2023]

Gardner Public Schools

Field Trip Approval Form

(This form must be completed for all field trips and signed by the building principal before it is forwarded to the Superintendent for approval.)

School Gardner High School
 Person(s) Responsible for Organizing Trip Kaitlyn McSweeney
Kaitlynn White
 Grade or Class Seniors
 Number of Students Attending ~~45~~ 50
 Destination Hershey Park, Hershey, PA

How does the trip relate to the curriculum or to the school-sponsored or school-approved extra-curricular activity (i.e., band, student council, and so on)?

Departure date/time/place April 28th 6:00 am from GHS

Return date/time/place April 29th 10 pm to GHS

Transportation Provider Wilson (Cost of Transportation _____)

Cost of Activity) \$200 per student

How will the cost of transportation and activity be paid? Class of 2023+ Individual Students

Ratio of chaperones to students 3 chaperones (including admin)

Sample Parent Permission Slip Attached: yes no

Emergency Phone Contact List yes no

School Nurse _____

Date _____

Principal Paula Bolger

Date 3/7/23

Superintendent Wash Heller

Date 3/8/23

2023-2024 Program of Study Edits:

- Cover Page- Changed 2022-2023 to 2023-2024
- Changed Foreign Language to World Language in Table of contents
- Changed page numbers in table of contents to correspond with new page alignments
- Pg 15 - removed “Some MWCC and online classes are designated as Honors”
- Pg 15 remove Honors Statistics
- Page 16 added AP European History take off AP MWHist,
- Take off AP Music Theory
- Removed community service on pg 18 as a grad requirement-added the following:
- Pg 18 - Under Successful completion of MCAS, added another box which says:
 - Community Service Experience: Seniors will be required to participate in a community service experience, which will be organized by the high school. These projects are designed to give students an authentic experience of giving back to their community.
- Elective change to 30 credits
- Page 19 update Promoted to grade 10-removed 5 credits in English and changed math course to Algebra 1
- Fixed wording on page 23
- Changed Ceramics I to Ceramics (pg 28)
- Pg 32 removed fundamental of writing
- Removed Science Fiction Literature and Film pg 32
- Pg 32 Added new Course:

ULTIMATE HORROR FICTION: Like the original Horror Fiction, this course explores the fantastic, the magical, the supernatural, and the horrific, but on a more mature level. Topics include psychological horror, horror inspired by real events, and the translation of horror from page to screen, all of which help us examine the ways that horror acts as a funhouse mirror for the world.
- Pg 33 removed Lit of Animation
- Pg. 33 added a New English Elective Course:

English Elective Grades 8 - 12 college prep 2.5 credits

Sports Writing: The sports world features diverse personalities, distinct narratives and intersects with numerous other disciplines. This semester-long course explores the world of sports through media. Students will use sports as the vehicle to discuss and explore these narratives through print, digital and social media.

- Pg 34 change foreign language to world language
- Pg 39 removed table and paragraph above
- added Topics in Math to Math Section:

Topics in Math Grades 11-12 / college prep level 5 credits

Topics in Math:

This course explores a number of important ideas and practical applications in contemporary mathematics. Required topics include: problem solving strategies; measurement and the metric system; set theory; equations and inequalities; graphing and linear functions; consumer applications such as interest, annuities and present value; and basic statistics. Teachers will select one or two additional topics (as time permits), such as, history of math, voting and apportionment, logic, probability, or geometry.

- Pg 40 removed math enrichment with Alg 2 added math enrichment credit to Geometry: Moved Math enrichment after Geometry- changed Algebra II to Geometry in description

- Pg 41 added honors before Pre-Calculus
- Removed Honors Statistics and Probability pg 41
- Pg 42 added 11th and 12th grade to Statistics and Probability
- Pg 43 removed Foundations of math
- Pg 45 Added new Course:

HISTORY OF HIP HOP & RAP: This semester class involves a look at the historical roots of the genre, the cultural differences between different styles (East v West, NYC, "Gangster Rap" v Native Tongues, etc) as well as the "reasons"/inspirations behind songs and influences on modern day. We will be looking at the music of artists such as Grandmaster Flash, Tupac Shakur, Notorious BIG, Public Enemy, Outkast, Run D.M.C, Beastie Boys, Ice Cube, Ice T, Missy Elliot, Nas, Jay-Z, Wu-Tang Clan, Eminem, Kendrick Lamar, and many more. This class will involve research and writing, critical thinking and problem solving.

- Pg 46 removed AP music theory
- Pg 47 removed science table
- removed Adv Chem and Adv Physics pg.48 and 49
- Pg 54 removed Introduction to Biotechnology
- Pg 54 - removed Diseases in the Human Body
- removed Zoology
- Pg 56 - removed AP World History
- Take off "topics of" pg 58 for psychology and sociology
- Added a Business section with financial lit, intro to business and entrepreneurship

added these 2 new college business courses:

BSAD 2030: Principles of Management

This is an introductory course in basic management concepts and practices. This course covers principles and techniques as they relate to planning, organizing, leading and controlling business enterprises.

BSAD 2040: Fundamentals of Marketing

This course discusses the role of marketing in our economic and social structure. It includes the planning, distribution, pricing and promotion of goods and services to consumer and industrial markets in the context of internal activities of the firm and environmental forces.

- Pg 66 added 3 new courses under Additional courses:

AUT 110. Introduction to Automotive Technology: Introduction to Automotive Technology examines the role and opportunities of the automotive service professional in today's automotive industry. Shop environment, tools/equipment, and personal safety are emphasized. Students will experience typical job-entry service skills and vehicle maintenance inspections. The necessary resources providing service information are examined. An introduction of vehicle operation and support systems will be presented. This course provides the background information required to continue in the automotive technology program. This is a dual credit course through Mount Wachusett Community College. This course is taught off campus. Classes will be held at the MWCC Autotech facility (42 Linus Allain Ave, Gardner). Upon successful completion of this course students will earn 5 high school credits towards graduation and 4.5 college credits towards their automotive technician certification/degree.

AUT 123. Electrical Systems I: This course covers the fundamentals of electricity and magnetism, along with exploring the relationship of volts, ohms, and amps. The course will apply these two series, parallel, and series-parallel circuits. Semiconductor components such as diodes and transistors will be explored. Students will learn to use digital volt-ohm meters and oscilloscopes. Battery design and testing will be explored along with starting and charging systems. Prerequisites: [ENG 098](#), [FYE 101](#), [MAT 092](#) (or corequisite), [RDG 098](#), or placement; [AUT 110](#) (or corequisite). This is a dual credit course through Mount Wachusett Community College. This course is taught off campus. Classes will be held at the MWCC Autotech facility (42 Linus Allain Ave, Gardner). Upon successful completion of this course students will earn 5 high school credits towards graduation and 4.5 college credits towards their automotive technician certification/degree.

Certified Nurse Assistant Theory and Practicum (CNA Certification): This course provides students with the theory and laboratory practice to safely care for clients in healthcare settings under the guidance and alliance with the states CNA Certification. This course provides students the opportunity to learn the nurse assistant theory and skills and provide safe, basic care to clients in long term care settings. Combined with successful completion of the theory and practicum components of the course, these students can safely care for clients in various healthcare settings. This is a dual credit course. This course may be taught on the GHS and/or MWCC campus. Successful completion on this course will earn students 5 high school credits to their diploma and 5 college credits through MWCC. Students will be eligible to take the CNA exam upon completion of this course.

- Removed Community and Recreational Skills from pg 67
- Removed whole page 68
- Removed page 63 and added the strat class to page 65 under Additional Course Offerings
- Removed Manufacturing Technology from pg 72
- Pg 74 - changed "dual enrollment" to "Early College"
- Pg 81 - changed "Plus Portal" to PowerSchool and Deb's email address to Abby's
- Pg 71 - removed Community Service section

★ edited for 2023-2024
on 1/2023

Gardner High School Program of Studies



~~2022-2023~~
2023 - 2024

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Gardner High School Mission Statement

VISION: We will be the premier school of choice for our students and their families.

MISSION: Gardner High School provides an enriched academic environment fostered through relevance, rigor and relationships and ensures that each student learns at a high level.

- In the classroom, we challenge all students in a supportive, positive environment that promotes scholarship and helps students develop the skills and characteristics to make them successful for their future.
- On the field, stage, or court, we create fun, engaging opportunities for students to excel in athletics, the arts, and co-curricular groups.
- We promote personal development and a sense of service to our community.

CORE VALUES: C.A.R.E.

- **Community:** We work together to achieve for all in a culture steeped in tradition
- **Appreciation:** We accept our roles, respect different perspectives, and acknowledge the good in others.
- **Responsibility:** We own our actions and honor our commitments by being prepared, involved community members.
- **Excellence:** We do our best and take pride in all we do in our community.

21ST CENTURY LEARNING EXPECTATIONS

- Communicate
- Critically Think and Problem Solve
- Collaborate
- Creatively Innovate

BELIEFS ABOUT STUDENT LEARNING

We believe that all students can learn at a high level with help and support if:

- All students are told over and over again in meaningful and compelling ways that academic achievement demands that same kind of hard work that is required to become the best in other arenas--at baseball, basketball, playing an instrument, etc...
- We know what excellent work looks like and what skills and competencies are needed for students to do excellent work, teaching the constitutive skills and competencies while providing examples of excellent work and careful guidance.
- We know where each student is academically and the skills, competencies and knowledge that are required for each one of them to access our challenging curriculum.

MOTTO: Omnia Labor Vincit (Latin for "Work Conquers All")

MAXIM: Good is not good enough

21ST CENTURY RUBRICS FOR CRITICAL THINKING & PROBLEM SOLVING

Expectation	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0
Understand the Problem Identify and define key issue/s and/or problem/s.	Clearly, accurately, and appropriately identifies key issue/s and/or problem/s	Identifies most or all key issue/s and/or problem/s. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Identifies some key issue/s and/or problem/s. May have some inaccuracies, omissions or errors present that interfere with meaning.	Most or all of key issue/s and/or problem/s are not identified or defined, or are identified or defined inaccurately. Meaning is unclear.
Model the Problem/Look for Structure/Patterns Present and Analyze Data/Information	<p>Presents relevant/appropriate, sufficient and credible data/information.</p> <p>Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.</p>	<p>Presents sufficient and relevant/appropriate data/information.</p> <p>Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.</p>	<p>Presents some appropriate data/information. May miss or ignore relevant data/information.</p> <p>Analysis is limited or somewhat irrelevant/inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.</p>	<p>Does not present relevant and appropriate data/information.</p> <p>Fails to analyze, or uses inaccurate or irrelevant/inappropriate analysis of data/information. Copies information with analysis.</p>
Be Flexible Apply a Multidimensional approach/Consider Context	<p>Clearly applies a multidimensional approach. Synthesizes various perspectives.</p> <p>Correct answer with appropriate interpretation/description/units.</p> <p>Acknowledges limits of position or context - when appropriate.</p>	<p>Acknowledges multiple approaches. Some synthesis of perspectives.</p> <p>Correct answer with limited interpretation/description/units.</p> <p>Some acknowledgement that position may have limits.</p> <p>Acknowledgement context-when appropriate</p>	<p>Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives.</p> <p>Incorrect answer with limited interpretation/description/units.</p> <p>Some acknowledgement positions may have limits. May not acknowledge context - when appropriate.</p>	<p>Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious.</p> <p>Incorrect answer with no interpretation/description/units.</p> <p>Little or no awareness that position may have limits or context - when appropriate.</p>
Commit to an Answer with Reasoning Demonstrate Sound Reasoning and Conclusions	<p>Reasoning is logical and creative, consistent, complete and often unique.</p> <p>Conclusion is complex and/or detailed, well supported, creative, complete, and relevant.</p>	<p>Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight.</p> <p>Conclusion is generally complete, supported, and mostly consistent and relevant.</p>	<p>Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions.</p> <p>Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor inconsistencies.</p>	<p>Reasoning is illogical, simplistic, and inconsistent or absent.</p> <p>Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.</p>

21ST CENTURY RUBRICS FOR CREATIVITY/INNOVATION

Expectation	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0
Defines the creative challenge	Develops insight about the particular needs and interests of the target audience	Understands the purpose driving the process of innovation (who needs this and why)	Understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience	May just follow directions without understanding the purpose for innovation or considering the needs and interests of the target audience.
Identify Sources of Information	Promotes divergent and creative perspectives during discussions	In addition to typical sources, finds, unusual ways or places to get information (adult, expert, community member, business or organization literature)	Finds one or two sources of information that are not typical Offers new ideas during discussions, but stays within narrow perspectives	Uses only typical sources of information (website, book, article) Does not offer new ideas during discussions
Generate and Select Ideas	Uses idea-generating techniques to develop several original ideas for product(s) Uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product. Seeks multiple sources of feedback and critique to revise the product to exceed the needs of the intended audience.	Uses idea-generating techniques to develop an original idea(s) for product(s) Carefully evaluates the quality of ideas and selects the best one to shape into a product. Asks new questions, takes different perspectives to elaborate and improve on the selected idea Seeks out and uses feedback and critique to revise the product to better meet the needs of the intended audience.	Develops some original ideas for product(s), but could develop more with better use of idea-generating techniques. Evaluates ideas, but not thoroughly before selecting one Asks a few new questions but may make only minor changes to the selected idea Shows some imagination when shaping ideas into a product, but may stay within conventional boundaries Considers and may use some feedback and critique to revise a product, but does not seek it out	Stays within existing frameworks, does not use idea-generating techniques to develop new ideas for product(s) Selects one idea without evaluating the quality of ideas. Does not ask new questions or elaborate on the selected idea Reproduces existing ideas, does not imagine new ones Does not consider or use feedback and critique to revise product
Present Work to User/Target Audience	Creates visually exciting presentation that includes interactive elements	Creates visually exciting presentation media Includes elements in presentation that are especially fun, lively, engaging, or powerful to particular audience	Adds some interesting touches to presentation media Attempts to include elements in presentation that make it more lively and engaging	Presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features)
Originality	Is new, unique, surprising, offers a fresh perspective, expression, or point of view Successfully break rules and conventions, uses common materials or ideas in new, clever and unique ways	Is new, unique, surprising, shows a personal touch May successfully break rules and conventions, or use common materials or ideas in new clever and surprising ways	Has some new ideas or improvements, but some ideas are predictable or conventional May show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas	Relies on existing models, ideas, or directions, it is not new or unique Follows rules and conventions, uses materials and ideas in typical ways
Effectiveness	Is seen as useful and valuable, it solves the defined problem and exceeds the identified need Improves quality of life for audience	Is seen as useful and valuable, it solves the defined problem or meets the identified need Is practical, feasible	Is useful and valuable to some extent, it may not solve certain aspects of the defined problem or exactly meet the identified need Unclear if product would be practical or feasible	Is not useful or valuable to the intended audience /user Would not work in the real world, impractical or unfeasible
Style	Is well-crafted, striking, designed with a distinct style and is appropriate for multipurpose Combines different elements into a coherent whole with a distinct style	Is well-crafted, striking, designed with a distinct style but still appropriate for the purpose Combines different elements into a coherent whole	Has some interesting touches, but lacks a distinct style Has some elements that may be excessive or do not fit together well	Is safe, ordinary, made in a conventional style Has several elements that do not fit together

21ST CENTURY RUBRICS FOR COOPERATIVE AND COLLABORATIVE LEARNING

Expectation	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0
Focus on Task and Participation	Consistently: -stays focused -works effectively with others	Usually: -stays focused -works effectively with others	Sometimes: -stays focused -works effectively with others	Rarely/Refuses: -stays focused -works effectively with others
Shared Responsibility and Dependability	Consistently: -follows through on task -evenly shares responsibility	Usually: -follows through on task -evenly shares responsibility	Sometimes: -follows through on task -evenly shares responsibility	Rarely/Refuses: -follows through on task -evenly shares responsibility
Interacting, Questioning, and Discussing	Consistently & Respectfully: -listens, interacts, discusses and contributes to group	Usually: -listens, interacts, discusses and contributes to group	Sometimes: : -listens, interacts, discusses and contributes to group	Rarely/Refuse: -listens, interacts, discusses and contributes to group
Group/Classroom Teamwork	Consistently: -make compromises -has a positive attitude -performs all duties and contributes to the group	Usually: -make compromises -has a positive attitude -performs all duties and contributes to the group	Sometimes: -make compromises -has a positive attitude -performs all duties and contributes to the group	Rarely/Refuses: -make compromises -has a positive attitude -performs all duties and contributes to the group

21ST CENTURY RUBRICS FOR READING, WRITING, LISTENING AND SPEAKING

Reading for Understanding Rubric

Expectation	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0
Claim	<p>Claiming is clearly stated and responds directly to the prompt/question. Claim shows complete comprehension of the passage and thorough understanding of the question in an insightful manner</p> <p>Includes the passage title, genre, author's name</p>	<p>Claim is stated, mostly responds to the prompt</p> <p>Claim demonstrates understanding of the question being asked</p> <p>Includes some, but not all relevant authorship information</p>	<p>The claim does not respond directly to the question but makes a reference to it</p> <p>Shows partial comprehension of the passage and the question that was asked</p> <p>Makes a passing reference to the author or passage title, but does not include all relevant specifics</p>	<p>There is no claim, or it is too difficult to understand. The response to the prompt is inadequate or confusing</p> <p>Does not refer to the author, title, genre</p>
Evidence	<p>_____ pieces of perceptive evidence are used in the paragraph</p> <p>The evidence is strongly introduced and well-chosen to support the claim</p> <p>All evidence is properly cited (MLA)</p>	<p>_____ pieces of perceptive evidence are used in the paragraph</p> <p>The evidence is introduced and adequately supports the claim</p> <p>Most evidence is properly cited (MLA)</p>	<p>Fewer than _____ pieces of evidence are used in the paragraph</p> <p>The evidence may not support the claim and has not been carefully chose</p> <p>Makes a passing reference to the author or passage title, but does not include all relevant specifics</p>	<p>Evidence is referenced but not directly quoted, and does not provide usable support for the claim</p> <p>Evidence is not introduced</p> <p>Evidence is not correctly cited or citations are missing</p>
Analysis	<p>Analysis is insightful and demonstrates understanding of topic/text</p> <p>Fully explains how the evidence supports the claim</p> <p>Analysis follows each piece of evidence</p>	<p>Analysis demonstrates understanding of topic/text</p> <p>Mostly explains how the evidence supports the claim</p> <p>Analysis follows most pieces of evidence</p>	<p>There is an attempt to analysis</p> <p>There is little explanation of how the evidence supports the claim</p> <p>Not all evidence is analyzed</p>	<p>Analysis does not support the claim</p> <p>Explanation of the evidence is inadequate</p> <p>Analysis/Explanation is missing</p>
Knowledge and Understanding	<p>The response shows detailed knowledge and understanding of, and perceptive insight into, the text/work used for the assignment</p> <p>Insightfully responds to all aspects of the prompt w/analysis/explanation</p>	<p>The response shows knowledge and understanding of, and some insight into, the text/work used for the assignment</p> <p>Adequately explains all parts of the prompt</p>	<p>The response shows some knowledge but little insight or understanding of the text/work used for assignment</p>	<p>The response indicates a misreading of the material, or confusion with the content or question/prompt</p>
In the text	<p>Most important who/what</p> <p>All important information about who/what</p> <p>In your words</p> <p>10 or fewer words</p>	<p>Most important who/what</p> <p>Most important information about the who/what</p> <p>In your own words</p> <p>Between 11-15 words</p>	<p>Most important who/what may be unclear or not specific</p> <p>Some important information about the who/what</p> <p>Mostly in your own words</p> <p>Between 16-20 words</p>	<p>Most important who/what missing/incoherent</p> <p>Minimal important information about the who/what</p> <p>Somewhat in your own words may have too many quotes</p> <p>Over 20 words</p>

WRITTEN/ARGUMENTATIVE RUBRIC

Area/Standard	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0	Entering/Beginning 1/0
Focus/Claim	<p>Insightfully addresses all aspects of the prompt</p> <p>Introduces artful and precise claims(s) in a sophisticated thesis statement</p>	<p>Competently addresses all aspects of the prompt</p> <p>Introduces precise, knowledge claims(s) in a clear thesis statement</p>	<p>Superficially address all aspects of the prompt</p> <p>Introduces reasonable claims(s) in a thesis statement</p>	<p>Partially addresses aspects of the prompt</p> <p>Introduces superficial or flawed claim(s) in a weak thesis statement</p>	<p>Minimally addresses some aspects of the prompt</p> <p>Fails to introduce a relevant claim and/or lacks a thesis</p>
Organization/Structure	<p>Skillfully orients reader to topic(s) in introduction</p> <p>Thoughtfully develops claims(s) with relevant body paragraphs</p> <p>Provides a meaningful and reflective conclusion which draws from and supports claim(s)</p> <p>Creates cohesion through skillful use of linking words, phrases and clauses within and between paragraphs</p> <p>Includes purposeful and logical progression of ideas from beginning to end</p>	<p>Orients reader to topic(s) in introduction</p> <p>Develops claim(s) with relevant body paragraphs</p> <p>Provides a conclusion that follows from and supports claim(s)</p> <p>Creates cohesion through use of linking words, phrases, and clauses within and between paragraphs</p> <p>Includes logical progression of ideas from beginning to end</p>	<p>Partially orients reader to topic(s) in introduction</p> <p>Superficially develops claim(s) with body paragraphs</p> <p>Provides a conclusion which repetitively or partially supports claim(s)</p> <p>Creates some cohesion through basic linking words, phrases, and clauses within and between paragraphs</p> <p>Includes adequate progression of ideas from beginning to end</p>	<p>Inadequately orients reader to topic(s) in introduction</p> <p>Inadequately develops claim(s) with minimal body paragraphs</p> <p>Provides an adequate conclusion</p> <p>Uses limited and/or inappropriate linking words, phrases, and clauses</p> <p>Includes uneven progression of ideas from beginning to end</p>	<p>Fails to orient reader to topic(s) in introduction or introduction is missing</p> <p>Fails to develop claim(s) with body paragraphs</p> <p>Omits conclusion</p> <p>Uses few or no transition/linking words, phrases, and clauses</p> <p>Includes little or no discernible organization of ideas</p>
Evidence/Support	<p>Provides substantial and pertinent evidence (4) to support claims(s)</p> <p>Seamlessly and effectively introduces and cites credible sources and/or text evidence</p> <p>Convincingly refutes specific counterclaim(s)</p>	<p>Provides sufficient (3) and relevant evidence to support claim(s)</p> <p>Competently introduces and cites credible sources and/or text evidence</p> <p>Competently refutes specific counterclaim(s)</p>	<p>Provides limited (2) and/or superficial evidence to support claim(s)</p> <p>Ineffectively introduces or cites credible sources and/or text evidence</p> <p>Minimally refutes specific counterclaim(s)</p>	<p>Provides minimal (1) and/or irrelevant evidence to support claim(s)</p> <p>Incorrectly introduces or cites sources and/or evidence that may not be credible</p> <p>Acknowledges alternate or opposing claim(s)</p>	<p>Provides inaccurate, little or no evidence to support claim(s)</p> <p>Does not use or cite sources and/or text evidence</p> <p>Fails to acknowledge alternate or opposing claim(s)</p>
Analysis	<p>Shows insightful understanding of topic or text</p> <p>Uses persuasive and valid reasoning to connect evidence with claim(s)</p>	<p>Shows competent understanding of topic or text</p> <p>Uses valid reasoning to connect evidence with claim(s)</p>	<p>Shows superficial understanding of topic or text</p> <p>Uses some valid and accurate reasoning to connect evidence with claim(s)</p>	<p>Shows limited and/or flawed understanding of topic or text</p> <p>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</p>	<p>Shows no understanding of topic or text</p> <p>Reasoning is missing or does not connect evidence with claim(s)</p>
Language	<p>Uses purposeful and varied sentence structures</p> <p>Contains minimal (1) to no errors in conventions (grammar, punctuation, spelling, and capitalization)</p> <p>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses correct and varied sentence structures</p> <p>Contains few (2-3) minor errors in conventions</p> <p>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses mostly correct varied sentence structure</p> <p>Contains some (4-5) errors in conventions which may cause confusion</p> <p>Superficially uses academic and domain-specific vocabulary clearly appropriate for audience and purpose</p>	<p>Uses limited and/or repetitive sentence structure</p> <p>Contains numerous (6-7) errors in conventions which may cause confusion</p> <p>Inadequately uses academic and domain-specific vocabulary</p>	<p>Lacks sentence mastery (e.g. fragments/run-ons)</p> <p>Contains serious pervasive (8+) errors in conventions</p> <p>Fails to use academic or domain-specific vocabulary</p>

GHS LISTENING SKILLS RUBRIC

	Reaching 4	Expanding 3	Developing 2	Beginning/Entering 1/0
Following Directions	Follows all single and multi-step directions with self-initiated requests for clarification, as appropriate	Follows all single and multi-step directions, rarely requires repetition or prompting	Misses several single and multi-step directions, requires some repetition or additional prompting	Routinely misses most single and multi-step directions, requires frequent repetition and/or prompting
Focusing on the Speaker	Focuses on the speaker as evidenced by constant, respectful and interested attention	Focuses on the speaker as evidenced by consistent and respectful attention	Sometimes loses focus on the speaker as evidenced by periods of brief, observable distraction	Often loses focus on the speaker as demonstrated by periods of observable distraction and/or disruptions
Applying or Responding to Spoken Information	Responds relevantly (orally or in writing) through notes, reflections, commentaries or summaries which enhance the discussion	Responds relevantly and adequately (orally or in writing) through notes, reflections, commentaries or summaries	Responds inadequately and/or partially (orally or in writing) due to poor active listening	Does not respond appropriately (orally or in writing) due to lack of active listening

ORAL PRESENTATION RUBRIC

Skills	Reaching (4)	Expanding (3)	Developing (2)	Beginning/Entering (1/0)
TOPIC	Well focused topic w/ a well developed argument. Full understanding of the purpose of the presentation.	Focused topic w/ a developed argument. Understanding of the purpose of the presentation.	Lack of focused topic. Partially demonstrated understanding of the purpose of the presentation.	Lack of focused topic. Vague sense of purpose for the presentation. Requires the audience to make assumptions.
EVIDENCE	Clear and convincing command of facts and information. Insightful explanations that help to illustrate the speaker's ideas.	Clear use of facts and information. Partially developed explanations in support of the speaker's ideas.	Partially clear use of facts. Partially developed explanations in support of the speaker's ideas.	Limited or confusing use of facts and information. Limited or incomplete explanations to support the speaker's ideas.
ORGANIZATION	Clearly and logically organized presentation. Engaging introduction. Logically sequenced body w/ appropriate transitions. Clear and convincing conclusion.	Clear attempt at organization w/ a beginning, middle, and end. Obvious transitions and a conclusion.	Some inconsistencies in organization and/or a lack of sustained focus throughout the presentation. Inconsistent use of transitions and a conclusion.	Some organization but lack of focus. Inconsistent or no transitions. Difficult to follow or rambling. Confusing or incoherent conclusion.
LANGUAGE	Uses sophisticated and varied language that is suited to the topic and audience. Word choice is concise, original, and effectively conveys the appropriate tone given the purpose of the presentation.	Uses appropriate language and word choice. Less sophistication, expressiveness and/or originality.	Words are suited to the topic, audience, and purpose. Lack conciseness, originality, and/or fails to convey an appropriate tone and/or purpose of the presentation. May be overly wordy and rambling.	Words may be unsuited/inappropriate for the topic, audience, or purpose of the presentation. Word choice lacks originality. Fails to convey an appropriate tone and purpose of the presentation.
SUPPORTING MATERIALS	Skillful use of supporting materials with no mistakes in conventions or spelling errors. Presentation is well designed and visually appealing, enhancing the effectiveness of the presenter.	Effective use of supporting materials with only a few (1-3) errors in conventions or spelling. Presentation shows some elements of design and visual appeal, and is fairly effective in supporting the presenter.	Attempted use of supporting materials with excessive (more than 3) errors in conventions or spelling. Design and visual appeal may not support the presenter. Supporting materials may contain too much or too little information.	Limited/No attempt to use supporting materials. Errors in conventions or spelling make the supporting materials difficult to follow. Design of the presentation is ineffective and lacks visual appeal. Supporting materials contain too much or too little information.
EFFECTIVE DELIVERY	A combination of appropriate eye contact, clarity, and projection of voice, tone and pace, and gestures significantly enhance the speaker's words. Speaker remains enthusiastic, audience attention is maintained, and the purpose of the presentation is achieved successfully. Time > 5 min & < 15	A combination of appropriate eye contact, clarity, and projection of voice, tone, and pace, and gestures but w/o the smoothness required of "Reaching". Speaker shows some enthusiasm, the audience is mostly engaged. The purpose of the presentation is mostly achieved. Time > not met	A combination of eye contact, clarity and projection of voice, tone, pace, and gestures, but inconsistent in delivery and somewhat halting. Speaker shows inconsistent enthusiasm, and the audience may lose interest. The purpose of the presentation may be partially achieved. Time > not met	Inconsistent use of/lack of eye contact, clarity, and projection of voice, tone and pace, and/or gestures that interrupt the flow of speech. May read too much from paper/notes. Speaker shows limited enthusiasm, and audience interest is not sustained. The purpose of the presentation is minimally achieved. Time > not met

Mental Health Team

Gardner Public Schools has brought all Mental Health staff together to improve the effectiveness and efficiency of mental health interventions. The mental health team focuses on prevention through school wide screenings and implements interventions through integrated, data-based decision making and action planning. Using evidence based practices is a goal for the team. All mental health personnel are trained on the MTSS framework.

MTSS SEL/Behavior/Mental Health is an integrated system designed to provide equitable access to education and meet the needs of all students. Given the overlap between existing frameworks and practices, this integrated system is an emerging approach in education to build a single system to address academics, social-emotional well-being and mental health. MTSS SEL/Behavior/Mental Health is about how all systems in the school fit together to ensure that all students can access high quality education in a safe and supportive environment.

Goals of MTSS SEL/Behavior/Mental Health Teams are to support schools and the district to build social emotional and mental health MTSS models that are: Data-driven, Evidence-based, Comprehensive, Culturally responsive, and Sustainable.

The Mental Health Team at Gardner High School consists of School Counselors, School Adjustment Counselor, School Psychologist, Board Certified Behavioral Analyst, Bridge Coordinator, School Based Care Coordinator, Youth Mentor and Community Health Worker.

Universal Screening

BESS

The BESS (Behavioral and Emotional Screener System) is designed to assess behavioral and emotional strengths and weaknesses in children and adolescents (prek - high school). It consists of brief screening measures completed by teachers, parents, and/or students, used to quickly identify potential behavioral or emotional concerns in individuals or in large numbers of students. The BESS is not a comprehensive diagnostic assessment; it is a tool that can be used to determine a child's *risk level* for developing emotional and/or behavioral problems that require intervention.

Implementing a screening system for behavioral and emotional problems can provide schools with an:

- objective, efficient, and systematic way to identify children who may develop academic or other school-related problems as a result of poor behavioral or emotional functioning.
- Identify behavior concerns in need of intervention
- Show how students are responding to core (SEL) instruction
- Show how many students in a given population are at-risk
- Provide data to teachers so that they can differentiate SEL instruction
- Enable schools to catch potential problems early in the year

SBIRT

SBIRT (Screening, Brief Intervention and Referral to Treatment) is an evidence-based, comprehensive, integrated, public health approach to the delivery of early intervention and treatment services for persons with substance use disorders, as well as those who are at risk of developing these disorders. Primary care centers, hospital emergency rooms, trauma centers, and other community settings provide opportunities for early intervention with at-risk substance users before more severe consequences occur. Students are screened in 7th and 9th grade.

- Screening quickly assesses the severity of substance use and identifies the appropriate level of treatment.
- Brief intervention focuses on increasing insight and awareness regarding substance use and motivation toward behavioral change.
- Referral to treatment provides those identified as needing more extensive treatment with access to specialty care.

SCHOOL COUNSELORS

The School Counselors at Gardner High School work to help students understand themselves in light of their aptitudes, interests, and talents as indicated through testing, level performance, classroom lessons counseling sessions and data-base decision making. Our major objective is to assist each student in meeting appropriate academic and personal goals. To attain this, careful planning and cooperation on the part of parents, students and his/her counselor is essential.

Parents are encouraged to participate in parent meetings throughout the year for important information and to schedule appointments with counselors and/or teachers to ensure that each student is achieving the academic personal success available at Gardner High School. Please contact the student's counselor at 978-630-4066.

A packet explaining the college application process is available to juniors in the spring. Local scholarship packets are distributed to seniors in February of their senior year.

Students are advised to select the most challenging course program. Students who take full advantage of all opportunities available will realize the greatest success. Counselors meet frequently with students to discuss future plans and goals, proper course selection, school difficulties and other concerns that may interfere with school achievement.

GARDNER HIGH SCHOOL COUNSELOR CURRICULUM

The Gardner High School Counselor Department has created lessons and programs designed to expand a student's personal, social, academic and career skills and goals.

All grades

MyCAP - MyCAP is a strategic planning tool intended to help youth identify and achieve goals after high school. It provides students opportunities for college and career development and exploration activities, and helps them choose high school courses that will prepare them to reach their postsecondary goals. Plans will be created through advisory lessons. Students will be setting academic and personal goals and will review these goals throughout the year.

Selecting Classes that are Best for Your Future - Students will understand how to select the best classes for them to prepare for their plans after high school.

College and Career Readiness-Students will understand the factors that contribute to not earning credit leading to being off-track for high school graduation. Students will learn how credit is accumulated for high school graduation. The link between high school credits, graduation requirements, and entry requirements for postsecondary options will also be reviewed.

Interests Career Lesson-Students will make the connection between what interests them on a daily basis and a future career.

Internet Safety - Students will understand what is appropriate, and safe, online behavior.

Skills Career Lesson- Students will understand the connection between skills and possible careers based on those skills.

Learning Styles-Students will be able to identify their preferred learning style and know how to use the preferred learning style when studying and learning new things.

Things All Freshmen Should Know-Students will learn what they need to do to move on to 10th grade and to graduate. Students will also learn about their particular strengths contribute to my academic success

Signs of Suicide (SOS)-SOS Signs of Suicide, is a suicide prevention program that educates students about the relationship between suicide and depression. It encourages all students to seek help from trusted adults whether they have concerns about themselves or a friend using the ACT® message. This program is delivered during the Wellness 1 curriculum, usually by the Adjustment Counselor.

Grade 10

College & Career - Students will learn how to connect their skills, values and interests to a field of study (major) in college. Using the Myers Briggs personality inventory, students are able to connect future career opportunities with their personality.

Grade 11

College & Career - Students will be able to select colleges or postgraduate training programs based on the fields of study (major) they want to pursue. Students will learn about the college application process and timeline, as well as the financial aid process. Students learn about different post secondary options and how to budget and financially plan for college.

PSAT Administration - All 11th grade students will be offered to take the PSAT exam at no charge to begin to prepare them for the SAT.

Grade 12

College & Career - Students complete Common Applications and state college applications online and receive assistance with writing a college essay.

Financial Aid Awareness - Students and parents will receive information regarding the process to apply for financial aid.

SAT Administration - All 12th grade students will be offered to take the SAT exam free of charge for college application purposes and to help determine if students are college & career ready.

Programs

Bridge Program: The Bridge Program provides clinical support, academic coordination, family support, and care coordination services to students who are reintegrating into a full schedule after missing extensive amounts of learning due to serious mental health, medical, and/or life transition challenges. The Bridge Program is a short-term program with supports customized to each student's needs that are culturally competent, clinically informed, and flexible. Program staff strive to coordinate resources within Garder High School and the wider community - and partner effectively with families to help each participating student reintegrate and finish the school year on track for graduation.

Heywood Healthcare's Youth Tele Behavioral Health Program

Offers youth support with mental health needs, substance abuse treatment, mentors and community resource referrals. Our school based Community Health Workers and Youth Mentors work with our tele-clinicians, school staff, area providers, students and their families to coordinate care.

Outreach Clinical Social Worker

Connecting youth and families to counseling services and locally-based resources. Our Outreach Clinical Social Worker works alongside school personnel to help students and families to access a variety of services and resources. The program is here to help students remain in the school setting and academically focused, as well as help with accessing supports. The Outreach Clinical Social Worker provides case management and direct services, ensuring students and families receive the help they need.

ACADEMIC LEVELS AT GARDNER HIGH SCHOOL

Gardner High School sets high standards and expectations for all students at all levels. Every course is designed to provide students with the knowledge and high level skills needed for post-secondary education, technical training, and employment. College preparatory, honors, and advanced placement course levels are offered at Gardner High School, as well as college level dual enrollment classes for which students can fulfill graduation requirements while also earning college credit.

Courses at Gardner High School develop literacy skills and teach students to think critically analytically. Classes are designed to prepare students for challenging and rigorous post-secondary learning and training at two and four year colleges and universities, vocational institutes, and/or career apprenticeship. All courses are based on rigorous and relevant content, which follow the Massachusetts Curriculum Frameworks. Courses prepare students to demonstrate successful performance outcomes including proficiency on the Massachusetts comprehensive Assessment System (MCAS) and standardized entrance exams such as SAT, SAT subject tests, and ACT.

Course level placement for students is determined on an individual basis by examining data including assessments, teacher recommendations, grades, and other relevant information. Students must work with their parents and guidance counselors to plan a course of study over four years that will help them reach their highest potential in achieving their goals after high school.

Students must be aware that colleges, technical schools, and employers seek students who have completed a rigorous academic program. Therefore, students in all academic levels are expected to exhibit behaviors that lead to maximum learning within all content areas. Students must work independently, take responsibility for their learning, engage in the learning process, demonstrate time-management skills, utilize effective study skills, be inquisitive, practice problem solving strategies, use technology effectively, accept feedback, and persevere with difficult tasks.

Successful completion of courses taken at the levels described below, in addition to meeting graduation requirements, will enable students to meet the recommended prerequisites for admission to a college or university.

Students are encouraged to challenge themselves academically while at Gardner High School. Below is a list of courses offered at GHS for Honors and Advanced Placement (teacher recommendation and a final grade of 85 in a preceding course are suggested before enrolling in an Honors or Advanced Placement course).

Students who choose to take Advanced Placement courses are expected to take the AP exam in that subject. AP credit designation is contingent on taking the exam.

All students who register for an AP course will be expected to complete the course and take the AP exam or the AP level. If a student finds an AP class to be too challenging, they must drop the course in the first week, during the Add/Drop period. (If you don't complete the course in its entirety and take the AP exam, the college's students have applied to, will be notified). Students will receive Honors credit for the course.

Due to the small number of students who elect certain Advanced Placement (AP) courses, we may offer these selected courses every other year.

HONORS

Honors courses move at an accelerated pace, designed to extend and deepen study of a subject through class work and independent work on projects and research outside of class. Below is a list of honors courses offered at GHS.

English

Honors English (9-12)

Science

Honors Biology (9-10)

Honors Chemistry (10-12)

Honors Physics (10-12)

Honors Anatomy & Physiology (11-12)

Foreign Language

Honors Spanish II, III, IV, V

Honors French II, III, IV, V

Mathematics

Honors Geometry

Honors Pre-Calculus

Honors Algebra II

~~Honor Statistics~~

Social Studies

Honors Modern World History II (9)

Honors US History I (10)

Honors US History II (11)

~~Some MWCC and Online~~
~~classes are designated~~
~~as Honors.~~

~~See page 74~~

ADVANCED PLACEMENT

Advanced Placement courses provide students an opportunity for learning that goes beyond just facts and figures. The rich course material, classroom discussions, and demanding assignments typical of AP courses will help students develop the content mastery and critical thinking skills expected of college students. In addition, AP helps students to develop better study habits, improve their writing skills, and sharpen their problem-solving abilities, skills vital to college success.

Who should take AP courses?

The AP courses are intended for students who wish to take college courses while in high school. The offerings are college courses, which follow world or national curricula. The course work is rigorous and the pace is intense.

The students must:

- Have demonstrated high achievement in previous courses in that subject area
- Be motivated to achieve
- Have a very strong work ethic
- Be able to work well independently
- Agree to take the National AP Exam

AP courses offered at Gardner High School are approved annually by the College Board. The process for approval involves a review of the course syllabus each year along with a review of textbooks, resources and materials that will be used by the classroom teacher.

All students who register for an AP course will be expected to complete the course and take the AP exam at the AP level. If a student finds an AP class to be too challenging, they must drop the course in the first week, during the Add/Drop period. (If you don't complete the course in its entirety and take the AP exam, students' transcripts will be changed, the colleges' students have applied to will be notified (if applicable), and students will receive honors weighted credit for the courses.)

Below is a list of Advanced Placement courses offered at GHS. due to the small number of students who elect certain Advanced Placement (AP) courses, we may offer these selected courses every other year

English

AP English Language & Composition
AP English Literature & Composition

Science

AP Biology
AP Physics II
AP Chemistry
AP Environmental Science

Music

~~AP Music Theory~~

Social Studies

AP Human Geography

~~AP World History~~

AP European History

AP US History

AP US Government & Politics

Mathematics

AP Calculus AB

AP Calculus BC

AP Statistics

Art

AP Studio Art

AP Photography

VHS AP offerings are available upon request.

ADVANCED PLACEMENT DISTINCTION AWARD

In order to recognize our students who go “above and beyond” with challenging coursework and who contribute to their school and community, we have created the **Advanced Placement Distinction Award**. To be awarded this distinction at graduation, students must meet the following criteria:

- Receive passing grades in a minimum of 5 AP Courses during their four years of high school.
- Maintain good attendance; display good behavior; and present integrity and good citizenship when representing Gardner High School in the community (This will be reviewed by administration and guidance prior to receiving this award.)

****The Collegeboard charges an AP exam.** There is a reduced fee for students on Free/Reduced Lunch. Many colleges offer credit to students who achieve a high score on the AP exam. Please refer to a college’ website to read their AP credit policy as it varies from institution to institution.

EARLY COLLEGE DISTINCTION AWARD

In order to recognize our students who have participated in our Early College Program and who have challenged themselves with taking multiple college level courses during their junior and/or senior years, we have created the **Early College Distinction Award**. To be awarded this distinction at graduation, students must meet the following criteria:

- Receive passing grades and earn a minimum of 15 college credits, the equivalent of five college classes.
- Maintain good attendance; display good behavior; and present integrity and good citizenship when representing Gardner High School in the community (This will be reviewed by administration and guidance prior to receiving this award.)

GARDNER HIGH SCHOOL GRADUATION REQUIREMENTS

Full-year classes are worth 5 credits Half-year (semester) classes are worth 2.5 credits	GHS Requirements may be different from State Universities Entrance Requirements Please refer to page 21
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GRADUATION REQUIREMENTS

English	20
Mathematics	20
Science	15
Social Studies Including: W. History, US History I, US History II *AP Human Geography will satisfy the World History requirement. *Students enrolled in our Early College Program may receive permission from the principal to substitute certain social studies requirements while at MWCC. *Transfer students to GHS may receive permission from the principal to substitute certain Social Studies courses.	15
Health & Wellness	2.5
Fitness (*State requires 4th year component)	5
Unified Arts* The Arts* *Starting with the Class of 2025	5
25 hours of Community Service	+
Financial Literacy *Starting with Class of 2024	2.5
Electives	30-31.5
Total Credits	115
Successful completion of MCAS	

★ Added ~~intercourse~~ Community Service Experience - See notes

*UNIFIED ARTS INCLUDES: Music, Art, Technology, and World Languages ART CLASSES INCLUDE All Music and Art Classes, Drama, Dance, Makerspace & other approved art-related classes	MassCore description see page 21
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GARDNER HIGH SCHOOL REQUIREMENTS FOR GRADE PROMOTION

All students must successfully complete a certain number of credits in order to be promoted to the next grade level

Promoted to Grade 10	25 credits including 5 credits in English and 5 credits in Math Algebra 1
Promoted to Grade 11	55 credits
Promoted to Grade 12	80 credits
Graduation	115 credits

Requirements for Post-Secondary Options

The following are suggested high school courses for a variety of post-secondary options:

Four Year College – Bachelor's Degree

English – four years

Math – three years – MA State Universities now require four years including Algebra 1, 2 and Geometry or Trigonometry including a math during your final year of high school

Science – three years – a fourth year is recommended for more competitive colleges

Social Studies – three years – Modern World, US History 1 and US History 2

Foreign Language – two years of the same language – three or four years is recommended for more competitive colleges

***If you are applying to an Art School, a portfolio of your work may be required

Engineering Majors

It is recommended that you complete the above coursework as well as:

Pre-Calculus is required and it is highly recommended you take Calculus for your math

Biology, Chemistry and Physics should be completed for your sciences

AP courses are highly recommended

Health Majors – Nursing, Physical and Occupational Therapy

It is recommended that you complete the above coursework as well as:

Pre-Calculus or Probability and Statistics for your math

Biology, Chemistry and Anatomy and Physiology for your sciences – Physics is helpful as well

Two Year College – Associate's Degree

Completion of the above coursework is recommended – most two year colleges do not require that a foreign language was completed in high school.

Two Year Technical Institutes and Schools

Completion of the above coursework is recommended – most two year colleges do not require that a foreign language was completed in high school, however, you should check with each individual's schools requirements.

Technology and Engineering is highly recommended as part of your science coursework.

GRADE 8 CLASSES

Gardner High School includes grades 8-12. Students in the 8th grade are required to take 7 classes which include: English, math, science, civics, STEM and Physical Education 8. Courses taken in the 8th grade are not included on the high school transcript and do not count towards their grade 9-12 graduation requirements and grade point average.

Grade 8 students are allowed to take some high school elective classes, but do not receive high school credit for them. However, successful completion of the 1st level of a foreign language does serve as the prerequisite for the 2nd year of Spanish or French. It does not, however, count towards the two years of foreign language required by four year colleges. Most students who successfully complete Algebra I in 8th grade will move on to Honors Geometry in grade 9. The Grade 8 curriculum continues to prepare students for the MCAS assessment which occurs in the spring of the school year.

Gardner High Schools offer honors level English Language Arts, Algebra I, Science and Social Studies to 8th graders. This allows students to be challenged in a more rigorous class to prepare them for the honors and Advanced Placement levels in high school. The high school staff is looking forward to working with students and families throughout this process in order to create a schedule that meets the individual learning needs and interests of your child, while providing an appropriately challenging high school experience.

Good student habits in grade 8 are extremely important in the successful completion of grade 8. Student behavior, attendance, and grades are crucial factors in the preparation of becoming a responsible high school student. Parents are encouraged to communicate with teachers and use PlusPortals for grade information to be well informed of their child's progress.

In order to ensure that our students are ready and prepared for high school, students who are in 8th grade who fail two or more core classes (English, Math, Science, or Social Studies) will be asked to participate in a summer program (pending funding). Meetings with parents/guardians regarding possible retention in 8th grade will also be scheduled by our guidance department and will include the principal.

Please contact the grade 8 school counselor with any questions or concerns.

**MassCore
Massachusetts High School Program of Studies**

English	4 Units*
Mathematics	4 Units
	Including the completion of Algebra II or completion of the integrated Math equivalent. All students are recommended to take a math course during their senior year.
Science	3 Units of lab-based science
	In June 2012, the Massachusetts Board of Higher Education (BHE) revised its admissions standards to count technology/engineering coursework based on academic standards and taken for science credit as meeting the science admission requirement.
History/Social Studies	3 Units
	Including US History and World History
Foreign Language*	2 Units
	Of the same language
Physical Education	<u>As required by law</u>
	State law (M.G.L., c. 71, s. 3) states: "Physical education shall be taught as a required subject in all grades for all students. Health can be integrated in Physical Education, science, or taught as a stand-alone course.
The Arts**	1 Unit
Additional Core Courses	5 Units
	Business Education, Career & Technical Education (CTE), Health, Technology (e.g., computer science, desktop publishing, multimedia and web design), or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study
	22 Units - Is a minimum that students should take in high school
Additional Learning Opportunities	Complete as many of the following as possible
	Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-Based Learning

A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

*Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore. MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.

MASSACHUSETTS STATE UNIVERSITY SYSTEM AND UMASS MINIMUM ADMISSIONS REQUIREMENTS

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.*

Freshman Applicants

The admissions standards for freshmen applicants have two main parts:

1. 16 required academic courses
2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

If required, applicants must also submit an SAT or ACT score. (Many schools currently are test optional.)

Academic Course Requirement

Seventeen* college preparatory courses distributed as follows are required (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

Requirement for college freshman class entering...

Subject	
English	4 courses
Mathematics	3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework)
	4 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework including mathematics during the final year of high school)
Sciences	3 courses drawn from Natural Science and/or Physical Science and/or Technology/Engineering; including 2 courses with laboratory work): <i>Technology/engineering courses must be designated as science courses (taken for science credit) by the high school</i>
	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work
Social Studies	2 courses (including 1 course in US History)
Foreign Languages	2 courses (in a single language)
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Minimum Required Grade Point Average (GPA)

The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The recommended minimum weighted high school GPA is 3.0 for the four-year public campuses.

Sliding Scale (used when GPA is lower than the minimum required GPA)

If an applicant's GPA falls below 3.0, a sliding scale will apply. *This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state universities or UMass.*

State University GPA	University of Massachusetts GPA
3.00	3.00

SAT Scores

Applicants who meet the GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a state university or UMass within three years of high school.

Scores on the new writing section of the SAT will not affect the sliding ^{scale} for freshman ^{applying} applicants to the Massachusetts state universities or to UMass at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

Sliding Scale for Freshman Applicants to UMass

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACTG Equivalent in Italics)
2.51-2.99	950 (20)
2.51-2.50	990 (21)
2.31-2.40	1030 (22)
2.21-2.30	1070 (23)
2.11-2.20	1110 (24)
2.00-2.10	1150 (25)

NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00 MAY BE ADMITTED TO A STATE UNIVERSITY OR UMASS CAMPUS

Sliding Scale for Freshman Applicants to a State University

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACTG Equivalent in Italics)
2.51-2.99	920 (19)
2.51-2.50	960 (20)
2.31-2.40	1000 (21)
2.21-2.30	1040 (22)
2.11-2.20	1080 (23)
2.00-2.10	1120 (24)

COURSE CHANGES

The selection of a student's schedule is a contract to be honored both by the students and school personnel. Counselors will consider a student's ability; a student's expressed career goals, and the graduation requirements of the school. The student must also acknowledge that the courses selected represent his/her preferred choice. NO subject should be chosen with the belief that a trial basis is possible. Changes are not encouraged during the school year. Some courses are offered only during alternating years. Student enrollment is considered when determining whether a course will be offered.

The add/drop period is during the first week of the first semester, and the first week of the second semester. Any requests for changes after the add/drop period must be approved by the Principal. Once scheduling is completed, changes are made only if there is a conflict in the student's schedule, if a course is eliminated, changed, or added or if a student fails a prerequisite course. Changes in course placement are extremely rare once the initial requests are complete. No preference changes will be allowed. Partial credit will be awarded for full year classes if a student withdraws at the end of the semester with a passing grade, with the discretion of the Principal.

Students who drop a class after attending the class for one day will receive a withdrawal leave (W) on their transcript.

MARKING SYSTEM

60 is the lowest possible passing grade

HONOR ROLL

Honor Roll status is determined by the overall average provided there are no grades below 70, I's or F's. Students must pass four academic classes to obtain honor roll status.

Average of 80 or above - Honors

Average of 85 or above - High Honors

Average of 90 or above - Principals List

ELIGIBILITY FOR ALL EXTRACURRICULAR ACTIVITIES: A student must pass (grade of 60 or above) a minimum of five (5) credit-bearing classes during the marking term preceding participation in order to be eligible to participate in all extracurricular activities. Fall participation is based on final grades issued in June from the previous academic year, and students must pass a minimum of five (5) credit-bearing classes as final grades. However, summer school credits can be counted if taken as makeup or to restore credit. Term grades that are issued during an athletic season will impact eligibility during that season.

For students who are enrolled in college programs (ie. Early College Program, Gateway, Pathways, etc.) and are not enrolled in a traditional high school schedule, the following requirements must be met for eligibility for extracurricular activities. Again this applies to the marking period prior to participation. For college classes, this will be a final grade if term grades are not issued.

If a student is enrolled in three (3) credit-bearing classes per semester, they must pass (grade of 60 or above) all three (3) classes.

If a student is enrolled in four (4) credit-bearing classes per semester, they must pass a minimum of three (3) classes.

If a student is enrolled in five (5) credit-bearing classes per semester, they must pass a minimum of four (4) classes.

If a student is enrolled in six (6) credit-bearing classes per semester, they must pass a minimum of five (5) classes.

If a student is enrolled in seven (7) credit-bearing classes per semester, they must pass a minimum of five (5) classes.

The above guidelines also apply to students who have a combined schedule of high school and college classes.

NCAA

NCAA (National Collegiate Athletic Association): If you plan on participating in intercollegiate athletics, please register with the NCAA at www.ncaa.com This should be done in the spring of your junior year or early fall of senior year.

GRADE POINT AVERAGE

The final grade for a course appears on the student's transcript. The transcript is a gauge of the student's work, effort, commitment and level of motivation. In formulating a first impression of you, employers, the military, post-secondary institutions, and scholarship committees will rely on the transcript.

The level of the courses a student chooses affects their GPA and class rank, a critical item for college admissions and scholarship awards. The higher the course is weighted, the more it will contribute to your class rank and weighted GPA. Class ranks are always a weighted rank. UE classes are not weighted and have no bearing on class rank or the weighted GPA. Transcripts **may** have both a weighted and unweighted GPA and a weighted class rank. GPA and Class Ranks are calculated at the end of the school year.

COURSE WEIGHTING:

Advanced Placement 1.3	Honors 1.15	Dual Enrollment Classes All credit bearing 1.15	College Prep 1	UE (unweighted electives Counts in simple GPA but not in weighted
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Weighted GPA and class rank will be used to determine the class valedictorian and salutatorian at the end of the 4th term senior year.

VALEDICTORIAN/SALUTATORIAN

To be considered eligible for Valedictorian or Salutatorian of a graduating class, a student must attend Gardner High School for a minimum of four (4) semesters.

ART

The Gardner High School Visual Arts Program electives provide students with the opportunity to discover and develop individual creative expression, appreciation and understanding. Studio assignments and assessments encourage students to develop skills in drawing, printing, ceramics, sculpture, crafts and commercial art. Art History and Multicultural studies expand student awareness and appreciation for the visual arts.

ART I: This is a full year beginning art class that touches on a variety of art forms and techniques. Students will acquire various artistic skills and apply these skills to develop their own creative “voice”. The Elements of Art will be explored through basic drawing, painting, printmaking and design as well as sculpture and cultural influences. A basic study of art history will give important background information and meaning to classroom projects students explore artistic possibilities.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 532
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ART II: This is a full-year course intended for motivated students as they enhance and improve their own artistic style or “voice”. Students will experience and explore new areas of study and media as they apply a more developed skill level in the production of their artistic work. They will choose a “theme” as an underlying focus of their work to unify and give meaning to their portfolio. Students will study the art movement and their influences on the art we experience today. The students will also experience a sampling of murals, fabric design, interior design and mixed media during the course.

Prerequisite: Successful completion of Art I or equivalent or written permission of instructor.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 534
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ART III: This full year course is intended for highly motivated students to prepare Art portfolios for college, advanced placement, and personal development. This class is intended for students who wish to explore and experience new areas of study and media by applying these in a creative manner as a form of personal expression and development of a unique personal style. Work from this class may also be included in the breadth section of the AP Portfolio.

Prerequisite: Successful completion of Art II or equivalent or written permission of instructor.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 5549
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ART IV: This full year course is intended for highly motivated students to prepare portfolios for college, advanced placement, and personal development. Students will explore and experience new areas of study and media by applying these in a creative manner as a form of personal expression. Students will have the opportunity to apply acquired skills and techniques in their creation of high imaginative artwork that demonstrates ability to solve and to "think outside the box". Students in this class will have input as to the direction of this class and production of work.

Prerequisite: Successful completion of Art III or written permission of instructor.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 550
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ADVANCED PLACEMENT STUDIO ART: This is a full year course that is designed for those who demonstrate a strong proficiency in multiple art mediums (Drawing, 3-D, and non-photography 2-D). The course is designed for a personal expression through eight to twelve (8-12) completed works that will contribute to the AP portfolio requirements meant to be submitted in May. During the creation period, students should understand the art process and be trying to display their creative expression and specific art style. Art works should show evidence of synthesis of materials, processes, and ideation. The final submission of your portfolio (to be submitted online) will consist of fifteen (15) detail/ process images of work, and five (5) physical works of your choosing. Upon completion and passing of this AP course the student will gain college credit. In addition to the coursework, there is summer work that needs to be completed prior to the beginning of the school year, and any student who does not complete this work may be withdrawn from the course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 510
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ADVANCED PLACEMENT DIGITAL PHOTOGRAPHY: This is a full year course that is designed for those who demonstrate a strong proficiency in digital photography/2-D design. The course is designed for a personal expression through eight to twelve (8-12) completed works that will contribute to the AP portfolio requirements meant to be submitted in May. During the creation period, students should understand the art process and be trying to display their creative expression and specific art style. Art works should show evidence of synthesis of materials, processes, and ideation. The final submission of your portfolio (to be submitted online) should consist of fifteen (15) detail/ process images of work, and five (5) physical works of your choosing. Upon completion and passing of this AP course the student will gain college credit. In addition to the coursework, there is summer work that needs to be completed prior to the beginning of the school year, and any student who does not complete this work may be withdrawn from the course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 502
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CERAMICS I: This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. As a basic course the emphasis is on hand-building construction, design, aesthetics, and the creative development of clay objects examining cultural, historical and personal modes of expression. Upon completion of this course, the students should be able to perform the three hand-building techniques, glazing and firing methods, and apply design concepts in creating ceramic forms.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 511
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ADVANCED CERAMICS: This is an advanced course which builds on and further explores the traditional hand-building techniques through larger size and in-depth study of organic and biomorphic form. After using the three basic hand-building techniques of pinch, coil, and slab students will choose a theme to begin to develop their own person style. Historically based projects will reinforce the deeper study of the history of art and ceramics.

Prerequisite: Successful completion of Ceramics I or written permission of instructor.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 520
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DRAWING: Introduction to Drawing is a foundation studio elective that will expose students to basic concepts, themes and materials of drawing. Drawing will teach the elements of art and principles of design. Students will use a variety of media including pencil, pen, charcoal, ink and pastel. Students will be drawing from observation; subjects to be studies will be gesture drawing, still life, contour and perspective drawing.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 517
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PAINTING: Students will focus on techniques and mechanics while painting a variety of media, including watercolor, tempera, gouache, and acrylic. Projects will be based on the elements of Art and principles of design through the use of such themes as landscape, still life, portraits, and color theory.

Basic Learning Competencies:

- Create works using organizational principles and functions to solve specific visual arts problems.
- Create artwork demonstrating a purposeful use of the elements and principles to convey meaning and emotion.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 528
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DIGITAL PHOTOGRAPHY: In this semester course, you will use digital cameras to learn how to compose better pictures, transfer photos from your camera to a computer, crop, retouch, modify images, correct color balance, organize your photos, eliminate red eye, scan images, and make photo presentations. Students will have the opportunity to have their photographic work published in the school yearbook and local newspaper. This course provides an introduction to “Photoshop CS3”, a powerful software application that allows you to use filters, effects and layers to enhance your photos and create digital art.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 653
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ADVANCED DIGITAL PHOTOGRAPHY: In this course, you will build upon previous experiences in Digital Photography. Hands-on activities relating to portraiture, nature photography, and natural light and flash photography will enhance your understanding of composition and exposure, which will allow you to create quality photographs. Students will have the opportunity to have their photographic work published in the school yearbook and local newspaper. This course also uses “Photoshop CS3” to enhance your photos and create digital art.

Prerequisite: Successful completion of Digital Photography and/or written permission of instructor.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 638
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ENGLISH

The principles stated in the Common Core State Standards are the guiding principles of the English curriculum at Gardner High School. These guiding principles include the following areas of Language, Literature, Composition and Media.

ENGLISH 9: The reading content of this course will introduce the student to the works of various authors to include a survey of world and American literature. The writing component will emphasize the writing process, and students will focus primarily on argumentative/analytical as well as narrative compositions. Critical thinking skills as well as practice in responding to open-ended questions will be stressed in preparation for the MCAS. Vocabulary development and application of literary concepts will be incorporated into the literature instruction.

Expectations for Student Learning: Students will read and write effectively.

Grade 9	Credits: 5	Levels: Honors College Preparatory	Course#: 011 012
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ENGLISH 10: This full year course focuses on the continued development of critical thinking skills through the exploration of American and world literature. Standards based curriculum units center on the preparation for the Next Generation MCAS exam. Each unit helps to develop the writing process for all types of writing including those featured on the MCAS exam such as narrative, persuasive, and analytical writing. Language and vocabulary development are embedded into each curriculum unit. This course encourages curiosity and question asking while building upon students' reading and writing skills via the literary genres of the novel, short story, essay, poetry, and drama.

Expectations for Student Learning: Students will read and write effectively.

Grade 10	Credits: 5	Levels: Honors College Preparatory	Course#: 021 022
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ENGLISH 11: This full-year course continues To refine writing, reading and analytical skills. The course covers the analysis and critical study of representative works in American literature. Additionally, research techniques and presentation, grammar and usage, SAT preparation, media literacy, vocabulary, and various types of writing are taught and studied. A research paper will be a major component of this year of study.

Expectations for Student Learning: Students will read and write effectively.

Grade 11	Credits: 5	Levels: Honors College Preparatory	Course#: 031 032
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ENGLISH 12: The reading content of this course will consist of classical and modern world literature in poetry and prose. The aim is to prepare students for a liberal education with a wide variety of literature in both fiction and nonfiction. The writing component will emphasize effective expression, proper spelling, usage and refinement of individual skills. Organizational and critical thinking skills will be stressed in written assignments and oral discussion of the reading. Vocabulary development, critical analysis and the application of literary concepts will be incorporated into the literature instruction.

Expectations for Student Learning: Students will read and write effectively.

Grade 12	Credits: 5	Levels: Honors College Preparatory	Course#: 041 042
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ENG 101. COLLEGE WRITING I: Students will develop college-level English writing skills with an emphasis on the writing process, an awareness of purpose and audience, and an understanding of grammar, punctuation, and sentence structure. Reading selections will foster improved writing skills and critical and analytical thinking. By semester's end, students will have produced at least four essays totaling 12-15 pages of original, polished prose, as well as additional writing in varied forms, such as journals, free-writes, peer review, reading responses, and rough drafts. Students are required to successfully complete the MWCC Library Research Skills MOOC and will write at least one paper that incorporates outside source material. Working with an instruction librarian on the research project is encouraged.

Prerequisites: ENG 098, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 043
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ENG 102. COLLEGE WRITING II: Writing about literary works will improve student writing, revision, critical thinking, and reading skills. The readings will be selected from a range of texts including fiction, non-fiction, poetry and drama. Evaluation and analysis will be accomplished through a variety of writing assignments, for example, discussion board posts, in-class writing, journals, free-writing, essay exams, and rough drafts of formal essays. By semester's end, students will have produced several pieces of writing totaling 12-15 pages of original, polished prose. At least one of the essays will incorporate library research that is cited and documented appropriately.

Prerequisite: ENG 101

Grade: 11-12	Credits: 5	Level: Honors	Course#: 044
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ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION: This full-year course includes both reading and analysis of complex prose from various authors and periods with emphasis on nonfiction. The study of various types of discourse and active class participation are essential elements of this course. Students will engage in various writing experiences calling for the use of different styles, tone, and syntax. Through such study and practice, students will gain an understanding of the principles of effective writing and become proficient writers themselves. Students are required to take the official AP exam at the end of the year. With successful performance in the AP exam, up to one semester of college credit in an English Composition class may be granted from accepting colleges. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. Students who enroll in this course must take the AP exam.

Expectations for Student Learning: Students will read and write effectively.

Grade 11	Credits: 5	Levels: Advanced Placement	Course#: 050
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There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION: This full-year English course guides the student through classics of literature, poetry, and drama, which are considered the foundational basis of a liberal education. The student is taught in-depth close reading and critical analysis, not as an end in itself but as a useful tool in the study of the literature of life. Students are encouraged to expand their thinking processes with continued curiosity and question asking in the classroom. Students are expected to take an active and reflective role in class discussion of literature. As the students' literary and critical faculties are more clearly defined, they are encouraged to polish and refine their own style of writing.

Students are required to take the official AP exam at the end of the year. With successful performance on the AP exam, up to one semester of college credit in an English Composition class may be granted from accepting colleges. There is a reduced cost for students on free/reduced lunch. **Summer work is a mandatory part of this course.**

Expectations for Student Learning: Students will read and write effectively at an advanced level of study.

Grade 11-12	Credits: 5	Levels: Advanced Placement	Course#: 040
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FUNDAMENTALS OF WRITING: Fundamentals of Writing is designed to help the basic writer recognize certain standard elements of effective writing: mainly the existence of a strong central idea supported by organized, selected content, as well as proper usage of grammar and mechanics. Students will be introduced to the writing process and will produce at least five (5) essays of at least 2-4 pages each by the end of the semester. Other forms of writing, such as journals, free-writes, and active learning exercises emphasizing student success skills, may also be included. At the end of the course, students must write a successful final essay to move forward to ENG 101. Institutional credit only. Courses that earn institutional credit do not apply towards graduation. **A GRADE OF "C" OR HIGHER IS REQUIRED FOR ADVANCEMENT TO NEXT COURSE.**

Prerequisite: ENG 096 or placement. Corequisite: FYE 101. Institutional credit only.

Grade 10-12	Credits: 5	Levels: College Preparatory	Course#: 098
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SCIENCE FICTION LITERATURE AND FILM: This course is designed to increase students' knowledge of the literary genre known as Science Fiction. Emphasis will be on the study of literature and film that show our possible future worlds and conflicts between humans, aliens, and technology. Students will study history and relevant issues in Science Fiction, including dystopia vs. utopia, artificial intelligence, and current theories concerning technology, cloning, and human psychology in a futuristic environment.

Expectations for Student Learning: Students will read and write effectively.

Grade 8-12	Credits: 2.5	Levels: College Preparatory	Course#: 1206
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FEAR AND HORROR IN FICTION: This course explores the fiction of the fantastic, the magical, the supernatural, and the horrific, including vampires, zombies, werewolves, and other frightening creatures. It also explores what it is about horror and fear that we are so drawn to, and how creators of horror play on our fears about the world and ourselves in order to make us think about important issues.

Expectations for Student Learning: Students will read and write effectively.

Grade 8-12	Credits: 2.5	Levels: College Preparatory	Course#: 1001
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LITERATURE OF ANIMATION: This course is designed to increase students' ability to analyze stories using animated films. Emphasis will be on exploring aspects of short story (characterization, setting, conflict) and identifying literary devices (point of view, symbols, theme) to examine stories and make connections to other mediums and real life experiences.

Expectations for Student Learning: Students will read and write effectively.

Grade 8-9	Credits: 2.5	Levels: College Preparatory	Course#: 065
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MYTHOLOGY: This semester course will focus on examining the gods, heroes and monsters of Greek mythology. Using both classic and modern stories, we will learn about the Olympians and investigate themes such as explaining natural phenomena, the quests and struggles of both immortals and mortals, and the role of fate. The course is designed for anyone who would like an introduction to Greek mythology and a look at its lasting influence.

Grade 8-9	Credits: 2.5	Levels: College Preparatory	Course#: 852
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* Added English Elective -
Sports Writing - See notes

* Added Ultimate Horror Fiction
(grades 10-12) - See notes

world
FOREIGN LANGUAGE

The Foreign Language Department at Gardner High School offers multiple levels of instruction in French, Spanish and Latin. These courses are standards-based and comply with the Massachusetts Curriculum Frameworks. Our program promotes a balanced instructional program that develops speaking, listening, reading and writing skills as well as reading comprehension. The students will develop knowledge of literature, history and culture.

FRENCH I: This full-year course is an introduction to the French language and culture. Its emphasis is on the skills of listening comprehension and speaking. This is accomplished by oral and written practice of modern, everyday language and the use of selected audio-visual materials. Students will learn thematic vocabulary focusing on everyday needs and activities as they learn to communicate orally, and in writing.

This course is not intended for native speakers of the target language. Native speakers are encouraged to enroll in an upper level course or to pursue instruction in a new language.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 8-12	Credits: 5	Levels: College Preparatory	Course#: 411
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FRENCH II: This full-year course students will continue to increase their proficiency in the skills of listening comprehension and speaking. Students will also focus on reading and writing in communication topics of interest in the past, present and future. Students will study aspects of the Francophone world.

This course is not intended for native speakers of the target language. Native speakers are encouraged to enroll in an upper level course or to pursue instruction in a new language.

Prerequisite: Successful completion of French I or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors College Preparatory	Course#: 443 412
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FRENCH III: This full-year course of French, taught in the target language, is intended for students who have developed basic skills to a functional degree allowing for individual expression and some extensive reading. Continued development of skills includes review and advanced study of the structure of the language. Reading and cultural material emphasize the contemporary scene in terms of the historical, social and aesthetic development of the people.

Prerequisite: Successful completion of French II or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 453
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FRENCH IV: this full-year course of French is recommended for the highly motivated student upon recommendation of the instructor. The content will vary depending on the ability and interests of the students. Emphasis will be placed on one or more of these areas: language, literature, culture.

Prerequisite: Successful completion of French III or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 450
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FRENCH V: This full-year course is taught exclusively in the target language. It is designed to provide highly motivated students with the ability to use spoken and written language in a wide variety of situations. Target language readings consists of newspapers, magazine articles as well as authentic literary texts. Students will discuss current events and examine and analyze cultural contributions of significant people and events in history. Throughout this course students will communicate both orally and in writing, with increasing fluency and accuracy.

Prerequisite: Successful completion of French IV or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 450
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SPANISH I: This full-year course of Spanish introduces the student to the basic elements of the four basic skills: listening, speaking, reading and writing. Development of these skills is attained by oral and written practice of modern, everyday language and the use of selected audio-video materials. The student also acquires basic skills in reading and cultural concepts concerning everyday life in Spanish speaking countries.

This course is not intended for native speakers of the target language. Native speakers are encouraged to enroll in an upper level course or to pursue instruction in a new language.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 8-12	Credits: 5	Levels: College Preparatory	Course#: 421
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SPANISH II: This full-year course of Spanish reviews the basic principles of the first year of Spanish. It expands on the four skills of listening, speaking, reading and writing, and deals with the various types of Spanish literature.

Prerequisite: Successful completion of Spanish I or written permission of instructor.

This course is not intended for native speakers of the target language. Native speakers are encouraged to enroll in an upper level course or to pursue instruction in a new language.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors College Preparatory	Course#: 435 422
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SPANISH III: At this level the students continue to increase their ability to understand and speak the Spanish language. Throughout this course the students will incorporate more complex grammar structures and increase their vocabulary by reading, writing, listening and speaking Spanish in the classroom. Emphasis will be given to communication, both orally and in writing. Students will also explore the geography, history and culture of Spanish-speaking countries around the world. Most classroom business will be conducted in Spanish.

Prerequisite: Successful completion of Spanish I or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 451
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SPANISH IV: This course students will further define their communicative and grammatical skills as they explore various themes through authentic materials. Students will read, view, and interpret various works in Spanish. More emphasis will be given to reading, writing and speaking. Students will explore ancient civilizations and cultures of the Spanish-speaking world as well as contemporary trends of the Spanish-speaking population in and outside of the United States. Spanish will be used extensively during class.

Prerequisite: Successful completion of Spanish III or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 459
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SPANISH V: This full-year course is taught exclusively in the target language. It is designed to provide highly motivated students with the ability to use spoken and written Spanish in a wide variety of situations. Readings such as newspapers, magazines as well as authentic literary texts will be used to help students to further develop their language skills. Students will discuss current events and examine and analyze cultural contributions of significant people and events in history. Throughout this course students will communicate both orally and in writing with fluency and accuracy.

Prerequisite: Successful completion of Spanish IV or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 458
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HEALTH & WELLNESS

WELLNESS: This introductory course will focus on major life choices teens have to make concerning health care, disease prevention and health promotion. Students will learn and practice the skills needed to maintain or improve physical, mental and social well being now and in the future. Topics will include health care, foundation of a healthy life, mental and emotional health, stress management, self defense, drug and alcohol awareness, communicating needs, healthy relationships, safe dating and reproductive health.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 703
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LIFE MANAGEMENT: This course, designed for students in grades 10-12, will help develop the skills youth need to manage their lives after high school. Based on national health standards, students will learn and practice the health life skills of accessing health information, advocating for the needs of self and others, making healthy decisions and self care. Topics will include first aid and CPR, the health care system, nutrition basics, food safety, prep and cooking, simple sewing techniques, drug and alcohol use, and personal care focusing on skin, dental and reproductive health. This is a project based, hands-on course that will require daily participation in classes.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 729
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DANCE EXPLORATION: This semester's course is designed to keep the body moving. Students will explore many dances including ballet, jazz, folk dances and many different modern routines. Students will be encouraged to choreograph and teach to the rest of the class, participate in others' routines, with the goal that we keep moving each day. This course is open to all levels of dance from beginner to advanced.

This class can be used as a Unified Art credit.

Expectations for Student Learning: Students will problem solve effectively and think critically. Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 545
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UNIFIED PHYSICAL EDUCATION: This course brings together students with and without disabilities for physical activities and sports, with the goal of enhancing the physical, intellectual and social growth of all. This class focuses on increasing physical fitness and sport-specific skills, rules, and strategies, as well as reinforcing positive habits and reasoning to make better health and lifestyle choices.

Expectations for Student Learning: Students will problem solve effectively and think critically. Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 709
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OUTDOOR ADVENTURES is a fun and exciting elective course that covers physical education requirements. Students are taught lifelong skills through the integration of physical education, science, wildlife conservation, art and critical thinking. The focus is on being outdoors, participating in activities such as: challenge skills, hiking, plant identification, survival techniques, tracking, camping, trip planning and fort building. This class is designed to change young people's lives forever by exposing them to the Great Outdoors and its many physical and social opportunities.

Expectations for Student Learning: Students will problem solve effectively and think critically. Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 732
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PERSONAL FITNESS This course will cover a Physical Education requirement and is based on the four aspects of Physical Fitness: Cardiorespiratory Fitness, Muscle Fitness, Flexibility, and Body Composition. Students will design their own personal workout programs and the majority of class time will be spent exercising according to these personal plans. Students will apply systematic aerobic conditioning concepts to find heart rate training zones and F.I.T. (frequency, intensity, and time) measures for their cardio respiratory plans. Students will learn and apply many muscle fitness principles and will also employ the F.I.T. measures for their personal program goals. Students will also have the unique opportunity to train for specific sports, activities, races, and other activities. We will use the Fitness Center, including cardio machines, free standing weight machines, stability balls, weight balls, bosu trainers, and resistance tubes. The weight room will also be used, including the multi station machine, free weights and free standing weight machines. This is a participation course and promotes learning through physical performance of learned skills and techniques.

Expectations for Student Learning: Students will problem solve effectively and think critically. Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 733
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TEAM SPORTS: Will cover a Physical Education requirement and will include instruction of skills and active participation in a variety of sports and physical activities. Some of the sports and activities offered in this course will include: basketball, volleyball, pickleball, badminton, soccer, capture the flag, speedball, futsal, flag football, and a variety of other team centered games. This is a participation course that promotes respect, healthy competition, sportsmanship and cooperation. Emphasis is also placed on the physical performance of learned skills and various approaches to the game.

Expectations for Student Learning: Students will problem solve effectively and think critically. Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 734
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MATHEMATICS

The Mathematics Department of Gardner High School offers a variety of standards-based courses, which comply with the requirements of the Massachusetts Curriculum Frameworks. Our goal is to improve the ability of our students to investigate and problem solve. Numerical, analytical and geometrical approaches are used to develop mathematical thought and emphasis is placed on verbal and written communication.

The table below provides a guide for suggested routes of study to complete 4 years of math at GHS. Course selection should be made by using input from the student, the parents, the teacher and the guidance counselor.

9th Grade	Algebra I, or Honors Geometry and Honors Algebra II
10th Grade	Honors Algebra II and H Geometry, or Honors Precalculus, Geometry w/Enrichment
11th Grade	Algebra II Geometry Advanced Algebra and Trigonometry Honors Precalculus Honors Statistics AP Calculus AB
12th Grade	Math Modeling AP Calculus AB CP Statistics and Probability AP Statistics Advanced Algebra and Trigonometry Advanced Placement Calculus BC Honors Statistics

ALGEBRA I: This course begins with a review of pre-algebra skills such as using variables, exponents, the order of operations, and tables & graphs. The remainder of the course will focus on operations with equations, inequalities, lines, and functions. It will also provide the opportunity for students to use data to find and display measures of central tendencies. Students studying at the college prep level will work at grade level pace, with an emphasis on the application of skills and justification of the steps in the problem solving process. They will investigate topics in depth with emphasis on critical thinking skills and applied problem-solving. Assessments are designed to evaluate students' ability to synthesize information according to Bloom's taxonomy.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 112
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GEOMETRY: This course begins with a brief review of algebra skills: such as solving equations, polynomials, and factoring. The remainder of the course is devoted entirely to geometry. Aspects of geometry that will be explored include: inductive and deductive reasoning with simple proof statements, lines, angles, polygons, circles, solids, congruence and similarity. Students studying at the honors level will work at an accelerated pace. They will investigate topics in depth with emphasis on critical thinking skills and applied problem-solving. Assessments are designed to evaluate students' ability to synthesize information according to Bloom's taxonomy.

Prerequisite: Successful completion of Algebra I

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10-12	Credits: 5 <i>Credits: 10 w/math enrichment</i>	Level: Honors College Preparatory	Course#: 121 122 Course#: 143
Grade 11-12			

ALGEBRA II: This course begins with a review of Algebra I skills such as solving and graphing equations and inequalities. The remainder of the course will focus on graphing linear, quadratic and absolute value functions, operations containing matrices, complex numbers, counting principles, and arithmetic and geometric series. Students studying at the honors level will work at an accelerated pace. They will investigate topics in depth with emphasis on critical thinking skills and applied problem-solving. Assessments are designed to evaluate students' ability to synthesize information according to Bloom's taxonomy.

Prerequisite: Successful completion of Algebra I

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10-12	Credits: 5 Credits: 10 w/Enrichment	Level: Honors College Preparatory	Course#: 131 132
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ADVANCED ALGEBRA AND TRIGONOMETRY: This year long course is algebra based, with an emphasis on rational and radical functions and trigonometry. The course is designed for students whose background is not yet strong enough for pre-calculus, but intend to go on to college. There will be some SAT and ACT preparation before the exams in the fall.

Prerequisite: Successful completion of Algebra II

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 185
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Honors

PRE-CALCULUS: Students successful in this course will be prepared for either calculus or Advanced Placement Calculus. Students are exposed to familiar Algebra II topics, at a deeper level. New topics are also included, such as difference quotients, graphing various functions by hand, and trigonometry. Students studying at the honors level will work at an accelerated pace, and more emphasis will be placed on graphing. Extensive use is made of the TI-83+ or the TI-84 graphing calculators. It is strongly recommended that the students have one of these calculators.

Prerequisite: Successful completion of Algebra II

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 142
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ADVANCED PLACEMENT CALCULUS AB: This is a complete full-year course in differential and integral calculus. Extensive use is made of the TI-84 graphing calculators. It is strongly recommended that the students have one of these calculators. The course is comparable to many college courses. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. Students who enroll in this course must take the AP exam.

Prerequisite: Successful completion of Pre-Calculus

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 12	Credits: 5	Level: Advanced Placement	Course#: 140
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~~**HONORS STATISTICS AND PROBABILITY:** This course combines introductory statistical topics and probability with real world mathematical applications. Statistical topics include analysis of one and two variable data, study and experimental design, and analysis of data. This course could be a good fit for students who are interested in social studies, business or sciences.~~

~~**Expectations for Student Learning: Students will problem solve effectively and think critically.**~~

Grade: 11-12	Credits: 5	Level: Honors	Course#: 172
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ADVANCED PLACEMENT CALCULUS BC: This is a complete full-year course in differential and integral calculus that is the equivalent of two semesters of college calculus. Topics include all content covered in AP Calculus AB plus: integration by parts, infinite series convergence and Taylor series, vector and polar functions, and limits of indeterminate forms. Extensive use is made of the TI-84 graphing calculators. It is strongly recommended that the students have one of these calculators. Summer work is a mandatory part of this course.

*There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Prerequisite: Successful completion of AP Calculus AB.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 145
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ADVANCED PLACEMENT STATISTICS: This advanced placement course in Statistics will cover the syllabus from the College Board. The purpose is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from the data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentations, Anticipating Patterns, and Statistical Inference. Students are required to take the official AP exam at the end of the year. **Summer work is a mandatory part of this course.**

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Prerequisite: Successful completion of Algebra II

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 139
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STATISTICS AND PROBABILITY: This course introduces basic statistical topics with real world mathematical applications. Statistical topics will include analysis of one and two variable data, study and experimental design, and analysis of data. Topics in personal finance will reinforce the general math topics (such as arithmetic, using rational numbers, measurement, ratio, and proportion) and applying these skills to consumer problems and situations. Applications may include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, personal income and investment.

In this course students will be introduced to the basic concepts and logic of statistical reasoning and students will have an introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods. This course introduces basic statistical topics with real world mathematical applications. Statistical topics will include analysis of one and two variable data, study and experimental design, and analysis of data.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: ¹¹⁻ 12	Credits: 5	Level: College Preparatory	Course#: 173
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MATH MODELING: This course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data phenomena. It is designed to prepare students to pass the 092 college math course at Mount Wachusett Community College. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communications of quantitative concepts and results.

Students who successfully complete this course and the final exam will receive a certificate of course completion and will be eligible for college level placement in math at MWCC.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 12	Credits: 5	Level: College Preparatory	Course#: 168
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FOUNDATIONS OF MATHEMATICS: This course is intended to support 9th and 10th grade students by giving them the opportunity to enhance their basic understanding of mathematical concepts. In this course students will revisit skills such as, but not limited to, place value; percents; ratios and proportions; operations with decimals, fractions and integers; exponents; area, perimeter and volume; and order of operations. Students will receive explicit instruction in these areas. They will also have opportunities to further develop reasoning and problem-solving skills by practicing these skills in the context of real-world application problems.

Prerequisite: Teacher recommendation or teacher referral

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-10	Credits: 5	Level: College Preparatory	Course#: 1288
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MATH ENRICHMENT: This course is taken in combination with Algebra II to support a student's understanding of concepts covered.

Geometry

This course will not count towards Math credit required for graduation.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 941
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moved to under Geometry

★ Added Topics in Math Course - See Notes

PERFORMING ARTS

Music Education should be a basic part of every student's education. Participation in music activities stimulates creativity and contributes significantly to the aesthetic growth of each student. As student's work to develop skills in music, they are developing skills in self-discipline, flexible ways of thinking, concentration, decision-making, physical coordination, and aural perception. Successful participation in musical activities builds self-confidence, self-esteem, and a sense of responsibility and accomplishment.

As new standards are set throughout the state and country, our music curriculum is aimed to meet or exceed these standards. Study after study has proven that students who participate and are exposed to music have greater achievement in other academic areas. At Gardner High School, we are offering a wide range of classes and opportunities for all students to experience and appreciate music in our culture.

CHORUS: Chorus provides an opportunity for interested students to sing music in a large mixed choir (soprano, alto, tenor, and bass) from a variety of styles including classical and contemporary. Students will be introduced to proper vocal tone productions and the fundamentals of singing. They will become more proficient in sight-reading as they are exposed to many different musical works throughout the course. Performances will include in school and outside-of school concerts, competitions, festivals, and community events. Students may take chorus for more than one year.

Prerequisite: Reasonable competency at singing, reading music, and previous experience in a school choral program, or enrollment approval by the GHS Choral Director.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 541
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SYMPHONIC/MARCHING BAND: This is the largest instrumental ensemble at Gardner High School. The class does not require an audition and every student who plays a standard band instrument is expected to participate. Students will begin the year with the focus on Marching Band and transition to Symphonic Band during the second quarter. Students will be exposed to a variety of musical pieces and will be instructed on correct performance practices for each style. Performances will include in and out-of-school concerts, competitions, festivals, and community events. In addition, students may be required to attend summer rehearsals, band camp, and other out-of-school rehearsals during the Marching Band portion of the class. Students may take band for more than one year.

Prerequisite: Reasonable competency at singing, reading music, and previous experience in a school choral program, or enrollment approval by the GHS Choral Director.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 540
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COLORGUARD (Fall Semester Only): This is a half-year performance-based class that will be offered during the 1st semester and will meet during the same period as the band. Students enrolled in this class will perform with the Gardner High School Wildcat Marching Band. Performances will include in and out-of-school events such as marching band shows, parades, Fall Concert, Winter Concert, football games and pep rallies. There is no prerequisite, however, students will be expected to commit to the full Marching Band schedule and attend summer rehearsals, band camp, and other out-of-school rehearsals with the color guard instructors. Students will learn the proper use of color guard equipment, rehearsal performance technique, basic dance movements and marching technique.

When the fall marching band season is complete halfway through the 2nd quarter students will work on individual technique with various types of color guard equipment and will work on a group performance project that will be featured as part of the Winter Concert. Students may take color guard more than once.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 544
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BEGINNING PIANO: This half-year class is designed for students who have little to no experience playing the piano or reading music. Topics covered include reading music, piano keyboard technique, scales, and basic chords that can be used for harmonization. By the end of the course students will be able to play basic melodies with simple accompaniments in several keys.

There is no prerequisite for this class; however, it is not appropriate for students who have taken private lessons or those who are already proficient pianists.

Expectations for Student Learning: Students will demonstrate creativity

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 542
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MUSIC TECHNOLOGY: This course is designed for student musicians to explore and create music through technology-based experiences. Students will use computer and tablet music notation, composition, and creation applications to develop musicianship in a 21st century environment. Creativity, experimentation, and collaboration will be a major focus of this course, and students will be expected to learn and work independently by taking initiative to try new things to grow as musicians.

Prerequisite: It is recommended that students taking this course have some type of musical background.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 561
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DRAMA/THEATER: This is an elective course that focuses on basic acting techniques, interpreting dramatic literature, games, improvisation, pantomime, monolog, and script adaptations with performance. Students will develop vocal, physical and emotional control through analytical, creative and team building activities, as well as develop group and self-assessment skills to improve performance. Students will also be able to connect the literature from a variety of cultures and historical time periods to develop 21st century perspective on theater and its connection to daily life to promote success after high school graduation. Reading, writing, rehearsing and memorizing are vital to success in this course. This class is interactive and energetic.

Expectations for Student Learning: Students will read and write effectively.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 064
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HISTORY OF ROCK AND ROLL: This half year class begins with the history of how Rock music began in the early 1900's with its Blues roots and moves through Country music, Doo-Wop, and many styles of rock through the mid 1960's. We will discover the music of Elvis, Buddy Holly, Motown, the Beach Boys, the Beatles and many other rock legends.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 345
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ADVANCED PLACEMENT MUSIC THEORY: This class is designed for students who want to learn about advanced music theory. Students will develop a working knowledge and understanding of music analysis and composition. Topics in this class will be related to the Advanced Placement Music Theory exam. That is given at the end of the school year in May. Students in this course who are currently enrolled in musical ensembles such as band or chorus will also gain a better understanding of the music they perform on a daily basis. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. Students who enroll in this course must take the AP exam.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 12	Credits: 5	Level: Advanced Preparatory	Course#: 590
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DANCE EXPLORATION: This semester's course is designed to keep the body moving. Students will explore many dances including ballet, jazz, folk dances and many different modern routines. Students will be encouraged to choreograph and teach to the rest of the class, participate in others' routines, with the goal that we keep moving each day. This course is open to all levels of dance from beginner to advanced.

This class can be used as either an Art or PE credit.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 545
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BEGINNING GUITAR: This half year course is designed for all levels of abilities from beginners to advanced players. The curriculum will be designed to challenge the students at the level of ability they have at the beginning of the semester. More advanced players will serve as mentors to beginner players. Individual students will develop goals for improvement and work on repertoire that challenges their current level.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 571
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* Added History of Hip Hop + Rap

SCIENCE

The Gardner High School Science, Technology, Engineering, and Mathematics Department adheres to learning standards as set forth by the American Association for the Advancement of Science through its Project 2061 and the Massachusetts Comprehensive Assessment System. Expectations for student achievement reflect the standards of the National Association of Science Teachers, the National Association of Biology Teachers, the American Chemical Society, and the American Association of Physics Teachers.

The table below provides a guide for suggested routes of study to complete 3 years of science at GHS, in addition to all possible electives. Course selection should be made by using input from the student, the parents, the teacher, and the guidance counselor. Any elective that is available in a lower grade is available in upper grades.

9th Grade	Honors or CP Biology Electives: CP Technology and Engineering The Science of Science Fiction Rocks, Gems and Minerals
10th Grade	Honors or CP Chemistry Electives: CP Technology & Engineering Introduction to Biotechnology Botany Zoology Diseases in the Human Body
11th Grade	Honors or CP Physics CP or AP Environmental Science Advanced Chemistry Electives: Anatomy & Physiology AP Biology AP Chemistry CP Technology & Engineering Forensics Science Introduction to Biotechnology Zoology Wild Things-Investigating Invasive Species Diseases in the Human Body
12th Grade	Honors or CP Anatomy & Physiology AP Chemistry AP Biology AP Physics II Advanced Chemistry Advanced Physics Electives: Zoology Introduction to Biotechnology Botany Wild Things-Investigating Invasive Species Diseases in the Human Body

BIOLOGY: This course is geared towards preparing students for the Biology MCAS exam. Concepts will be introduced through lectures, discussions, activities, and will be reinforced through weekly laboratories. Topics in cellularity, biochemistry, genetics, evolution, body systems, diversity of life, and ecology are explored in the laboratory and the classroom. The same concepts taught in Honors Biology are taught in College Preparatory Biology, but in greater detail.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 9-12	Credits: 5	Level: Honors College Preparatory	Course#: 211 212
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CHEMISTRY: This course is a developmentally appropriate, hands-on laboratory based program in which the basic chemical principles and skills students will need for college will be pursued. A variety of problem-solving techniques, laboratory activities, model building, and demonstrations are major components of this course. Both Honors Chemistry and College Preparatory Chemistry use algebraic principles throughout the course. College Preparatory Chemistry does so to a lesser extent.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 10-12	Credits: 5	Level: Honors College Preparatory	Course#: 221 222
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~~**ADVANCED CHEMISTRY:** Advanced Chemistry is a second-year chemistry course for students who are interested in advancing their knowledge in the field of chemistry. Students will review some of the fundamental concepts in first-year chemistry class and will move on to other advanced concepts. Students will explore many of the key topics in chemistry such as reaction kinetics, chemical equilibrium, thermodynamics, and electrochemistry. This course aims to further develop students' chemical content knowledge, critical thinking abilities, and problem solving skills. A solid level of understanding in mathematical problem solving is important for success in this course.~~

~~*Prerequisite: Students have successfully completed chemistry and Algebra II.*~~

~~**Expectations for Student Learning:** Students will work collaboratively, problem solve critically, and communicate effectively.~~

Grade: 11-12	Credits: 5	Level: Honors	Course#: 1204
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PHYSICS: This course will give students a solid understanding of the concepts in Classical Physics. The course covers topics such as Newtonian Mechanics, Thermal Physics, Waves, Electricity and Magnetism. The curriculum is designed as a thorough introduction to Physics and prepares students who are interested in medical fields, engineering and physical science. It is very mathematics intensive. It is recommended that students have completed Algebra II and be concurrently taking H. Precalculus.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Honors College Preparatory	Course#: 231 232
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ADVANCED PHYSICS: Advanced Physics is a second-year physics course for students who are interested in advancing their knowledge in the field of physics. Students will review some of the fundamental concepts in first-year physics class and will move on to other advanced concepts. Students will explore many of the key areas of physics such as 2D motion, rotational motion, thermal physics, waves, electricity and magnetism. This course aims to develop students' content knowledge, critical thinking abilities, and problem solving skills further. A solid level of understanding in mathematical problem solving is important for success in this course. Students who complete this course will be prepared to take AP physics 1 exam in May.

Prerequisite: Students have successfully completed first year introductory physics.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 1205
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ANATOMY AND PHYSIOLOGY: This course is geared toward students interested in pursuing careers related to various fields in medicine, physical therapy, or sports medicine or for those interested in a more in-depth examination of the human body, which includes the study of the ten systems of the human body. Laboratory cats are dissected and serve as models of human anatomy and physiology. Demonstrations and laboratory experiments exemplify basic anatomy as well as physiological principles. Research papers and presentations integrate student learning to real life diseases and disorders. Interactive computer activities are conducted using Vernier, Physioex, and Interactive Physiology software. The same concepts taught in Honors Anatomy and Physiology are taught in College Preparatory Anatomy and Physiology, but in greater detail. Participation in dissections is mandatory.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Honors College Preparatory	Course#: 245 246
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BIOLOGY MCAS REVIEW: This semester course is for students to prepare for the February MCAS retest. The course will review scientific concepts and standards that will be on the Biology exam. This course will also review testing strategies and techniques for test taking such as answering multiple choice and open response questions. This course is not considered a lab science and does not count toward the science requirement for graduation. This course is for students who have taken a Biology class and scored less than a 220 on the Biology MCAS exam.

Grade: 10-12	Credits: 2.5	Level: Unweighted	Course#: 954
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BOTANY: This course is the scientific study of plants and their relationship to the environment. Students will investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. Laboratory and outdoor experiences complement classroom activities.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 248
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ENVIRONMENTAL SCIENCE: This is a full-year laboratory course that will focus on present-day problems in the environment. The study of energy flow, population dynamics, biodiversity, air and water pollution and toxic waste is explored. An emphasis will be placed on collection field data and we will use current technologies to support and analyze the data. The same concepts taught in Honors Environmental Science are taught in Environment Science, but in greater detail.

Expectations for Student Learning: : Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Honors College Preparatory	Course#: 253 252
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FORENSIC SCIENCE: Forensic science is the application of science to law. This lab based course involves all areas of Science including: Biology, Anatomy, Chemistry, and Physics. There is an emphasis on complex reasoning and critical thinking. Topics will include: the basics of Forensic Science, crime scene analysis and reconstruction, impressions, prints (finger, lip and ear), blood splatter and typing entomology, teeth and toxicology. Due to the nature of the material, a certain level of maturity is required, as well as the ability to work in a safe manner.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12 10th with approval	Credits: 2.5	Level: College Preparatory	Course#: 227
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TECHNOLOGY/ENGINEERING: Students who are highly motivated, work well independently, are interested in high-tech careers and enjoy hands-on learning experiences should consider taking Technology/Engineering. This course encourages students to pursue global engineering questions and technological solutions that emphasizes research and problem solving using mathematical and scientific concepts. Students achieve a more advanced level of skill in engineering design by conceptualizing a game and building a game board. The game will be played with machines designed and built by students. The machines will be designed to apply all of the areas of study within the area of Technology Engineering. Students will learn how to solve the problem they've conceptualized by developing possible solutions, designing and building prototypes or models, and making modifications if necessary. Students will explore engineering design, construction technologies, energy and power technologies including fluid systems, thermal systems, electrical systems, and communication and manufacturing technologies. Technology Engineering is designed to fully immerse the student in higher level problem solving activities that will require detailed lab reports that will include the following: proper research citations, orthographic drawings, test and evaluation analysis and redesign of the prototype.

This class can be used toward science graduation requirements.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 242
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ADVANCED PLACEMENT BIOLOGY: AP Biology is designed for students who wish a vigorous extension of their biological knowledge and a deeper understanding of science as a process. The course will be taught to meet the standards of the College Board AP Biology Curriculum. The content of this course will involve 8 units of study, Chemistry of Life; Cell Structure and Function; Cellular Energetics; Cell Communication and Cell Cycle; Heredity; Gene Expression and Regulation; Natural Selection; and Ecology. Use of College Board AP Classroom, Case Studies, POGILs, website videos, and laboratory experimentation and design will be a vital part of the course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 220
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ADVANCED PLACEMENT CHEMISTRY: This AP Chemistry course is designed for students who wish to attain a depth of understanding of the fundamentals of chemistry. The course will be taught to meet the standards of the National AP Chemistry Curriculum. Topics covered will include kinetics, equilibrium, thermodynamics, and electrochemistry with a review of atomic theory, kinetic molecular theory, bonding and stoichiometry. The course places emphasis upon critical quantitative thinking and lab work. **Summer work is a mandatory part of this course.**

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 241
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ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: The Advanced Placement Environmental Science course is an interdisciplinary examination of the natural world. The goal of the course is to provide an understanding of the interrelationships among the various systems of the earth. Additionally, the course examines human impact of environmental changes to air, land, and water quality, biodiversity, and climate change. Students are challenged to evaluate and create solutions of the imbalance of natural resources necessary to maintain a sustainable planet for an exponentially growing global population from both a technological and political perspective. Students enrolled in the course will take the Advanced Placement Environmental Science exam. **Summer work is a mandatory part of this course.**

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 244
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ADVANCED PLACEMENT PHYSICS II: This full-year course is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. 25% of instructional time is devoted to inquiry-based laboratory investigations that foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where students direct and monitor their progress. Students who enrolled in this course must take the AP Physics 2 exam in May. Students should have successfully completed first-year introductory physics. Students should also have taken or be concurrently taking honors pre-calculus. Highly capable and motivated students could take Honors Physics and AP physics 2 simultaneously if getting permission from the instructor.

Expectations for Student Learning: Students will problem solve effectively and think critically

Grade: 12	Credits: 5	Level: Advanced Placement	Course#: 250
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WILD THINGS-INVESTIGATING INVASIVE SPECIES: Who would have thought that plants and animals could be considered a menace or threat to our waters or land? In this course, students will explore what makes something an invasive species, what kind of harm they can cause, where they come from, and what we can do about it. It will cover topics of biology, ecology, conservation and environmental science. Students will explore National and Regional Wildlife Refuges in our area where invasive species are a problem and multiple case studies will be examined as a way to explore this growing threat to our environment.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade:8-12	Credits: 2.5	Level: College Preparatory	Course#: 1201
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ZOOLOGY: Zoology is known as the study of animals. It has many unique subdivisions of fields, and this class gives students the chance to explore them. In this course, students will examine the methods of classification that various fields of biology use to categorize and describe different types of animals and their behavior. We will explore taxonomy, anatomy, physiology, and evolutionary lineage of organisms such as mammals, birds, fish, reptiles, amphibians and insects. This course will teach students to think on ultimate and proximate levels of animal behaviors and traits, training them to think in an evolutionary sense, mimicking real-life zoology. It will cover topics in biology, ecology, environmental science, anatomy and physiology and evolution.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1203
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THE SCIENCE OF SCIENCE FICTION: This course is an inquiry-focused course where students will explore various scientific concepts that fuel the genre of science fiction. Students will be introduced to foundational life and physical science concepts as they apply to various phenomena in popular science fiction franchises such as Marvel comics, Star Wars, Jurassic Park, Star Trek, etc. There is an emphasis on inquiry, scientific method, critical thinking, and complex reasoning. This course will utilize lab techniques, research projects, and discourse.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 8-9	Credits: 2.5	Level: College Preparatory	Course#: 228
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DISEASES IN THE HUMAN BODY This course is geared toward students who are interested in learning about the human body in general by analyzing case studies and researching common diseases and disorders of the 10 body systems. Research papers and presentations will integrate student learning to real life diseases and disorders. Medical tests, such as urine tests, blood tests, PET scans, EKG's etc. will be analyzed. Dissection is not part of this course.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1202
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INTRODUCTION TO BIOTECHNOLOGY: This course is designed to give students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students will attain knowledge about the field of biotechnology and a deeper understanding of the biological concepts used. The course centers on topics in biology and biotechnology including microbiology, pathology, forensics, and genetic technologies. The focus will be on examination and understanding of various topics in the biotechnological world around us and the way the quality of life can be improved through modern biological techniques.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 247
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ROCKS, GEMS AND MINERALS: Rocks - and the glittering minerals they're made of - are everywhere: the walls of your room, the cars you travel in, the mountains you climb, and the planet you live on are all rocks! In Rocks, Minerals, and Gems, students will learn about rocks, minerals, crystals, and gems that were forged by the most powerful events in prehistory. Explore what specimens look like and how they're used today. Students will have the information to identify rocks and minerals themselves and open up a spectacular new world. Discover which rocks fluoresce, which mineral once poisoned an emperor, and which gems are the rarest in the world!

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 08-09	Credits: 2.5	Level: College Preparatory	Course#: 266
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SOCIAL STUDIES

The Gardner High School Social Studies Department sets a standard of excellence for its students and instructors. Four years of social studies courses are offered to meet the learning standards and requirements of the Massachusetts History and Social Science Framework. Under the Massachusetts Department of Education's Core Curriculum students must pass two years of United States History and one year of Modern World History. Through the study of history, geography, economics, civics and government, culture, and the related social sciences, our students will develop critical thinking skills and the core knowledge of the story of humanity. The goal of our program is to prepare the student for college and life in a capitalist democracy with increasing emphasis on connections with the global community. Research papers are required in all history classes.

MODERN WORLD HISTORY: The aim of this survey course is to provide a comprehensive study of the development of World History from the French Revolution (c. 1789) to the present day. All topics are aligned with the Massachusetts History and Social Sciences Curriculum Frameworks. Students are required to do essays and a research paper. A variety of assessments are used.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 5	Level: Honors College Preparatory	Course#: 311 312
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ADVANCED PLACEMENT HUMAN GEOGRAPHY: The purpose of this freshman full-year college-level course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications, comprehensive survey of human geographical patterns, throughout history. Students are required to complete an extensive summer reading assignment, read nightly, write intensively, analyze primary source documents, actively participate in class, and will take the **AP Human Geography exam. Students should be prepared to spend at least an hour every night completing these requirements. This course will cover various topics within the Massachusetts History and Social Science Frameworks. Students interested in taking this course should be prepared to devote a great deal of time toward achieving success. Self-motivation is essential.

This course can be used to meet the World History requirement.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9	Credits: 5	Level: Advanced Placement	Course#: 370
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UNITED STATES HISTORY I: In year one of this two-year unified course, students will examine the historical and intellectual development during the Revolutionary and Constitutional era. In addition, industrialization, westward expansion, slavery, and the Civil War will be topics of focus. Students will study the social, political, intellectual, religious, and technological development of the United States through the Progressive Era and World War I. Students will study the global relations of the United States

and other nations. All topics are aligned with the Massachusetts History and Social Sciences Curriculum Frameworks.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10-12	Credits: 5	Level: Honors College Preparatory	Course#: 321 322
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ADVANCED PLACEMENT WORLD HISTORY: In this sophomore full-year college-level course, students will explore key themes of world history, including interaction with the environment, cultures, state-building, economic systems, and social structures from approximately 1200 C.E. to the present. Students will learn to apply historical thinking skills including the ability to craft arguments from evidence; describe, analyze and evaluate events from a chronological perspective; compare and contextualize historical developments; and analyze evidence, reasoning and context to construct and understand historical interpretations. Students are required to complete an extensive summer reading assignment, read nightly, write intensively, analyze primary source documents, actively participate in class, and will take the **AP World History exam. Students should be prepared to spend at least an hour every night completing these requirements. This course will cover various topics within the Massachusetts History and Social Studies Sciences Frameworks. Students interested in taking this course should be prepared to devote a great deal of time toward achieving success. Self-motivation is essential. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. Students who enroll in this course must take the AP exam.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10	Credits: 5	Level: Advanced Placement	Course#: 380
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UNITED STATES HISTORY II: In the second year of the two-year unified course, students will analyze the causes and consequences of the Great Depression with a focus on principles of economics. Students will study the goals and accomplishments of the New Deal. Students will analyze the causes and contributing factors that led America into the Modern World stage through historical events of WWII, the Cold War, Vietnam, Civil Rights through September 11, 2001. Students will understand the relationship of the United States in recent events, trends, and beliefs that shape modern America. All topics are aligned with the current Massachusetts History and Social Sciences Curriculum Frameworks.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10	Credits: 5	Level: Honors College Preparatory	Course#: 331 332
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ADVANCED PLACEMENT UNITED STATES HISTORY: The purpose of this demanding college-level course is to provide a comprehensive survey of United States history from the arrival of the first Americans via the land bridge through the present. Students are required to complete an extensive summer reading assignment, read nightly, analyze primary source documents, write intensively, and will take the **United States AP exam. Students should be prepared to spend up to two hours per night completing these requirements. This course will cover topics listed in the Massachusetts History and Social Sciences Frameworks. Students interested in taking this course should be prepared to devote a great deal of time toward achieving success. Self-motivation is essential. All topics are aligned with the current Massachusetts History

and Social Sciences Curriculum Frameworks. This course will take place during two periods each day throughout the year. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. Students who enroll in this course must take the AP exam.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11	Credits: 10	Level: Advanced Placement	Course#: 330
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ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS: The purpose of this full-year college-level course for seniors is to examine and evaluate the theories, organization, politics and policy concerns of the American government, with primary focus on the federal government. It is aligned with the Massachusetts History and Social Science Curriculum Frameworks. Emphasis will be placed on written and oral communication; collection, organization, and analysis of data; problem-solving; and cooperative group work. The course will also prepare students to take the **AP U.S. Government & Politics exam. Students interested in this offering should be prepared to devote a great deal of time to the work of this course, and to active classroom participation. Self-motivation is essential.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. Students who enroll in this course must take the AP exam.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 12	Credits: 5	Level: Advanced Placement	Course#: 340
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ADVANCED PLACEMENT EUROPEAN HISTORY: Students will study the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments, also evaluate primary and secondary sources. Analyzing the claims, evidence and reasoning you find in sources. Putting historical developments in context and making connections between them. Coming up with a claim or thesis and explaining and supporting it in writing.

Grade: 10	Credits: 5	Level: Advanced Placement	Course#: 333
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CRIMINAL PSYCHOLOGY: This very interactive course studies criminal behavior. Criminal psychology is the study of the wills, thoughts, intentions, and reactions of criminals. The study goes into the criminal mind by researching and studying some of the most infamous cases in criminal history. Students apply their knowledge of psychology and sociology towards a theoretical solution for criminal behavior. Students learn to apply terminology of law, criminology and psychology to discuss and debate the principles of criminal activity and society's reaction through the criminal justice system.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12 10th with approval	Credits: 2.5	Level: College Preparatory	Course#: 367
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CRIMINAL PSYCHOLOGY II: This is an interdisciplinary course spanning Science and Social Studies in a dual classroom setting. In this course, students will explore advanced topics in both Forensic and Criminal Psychology. Students will apply prior knowledge of both Forensics and Criminal Psychology through mock trial experiences regarding real and fictional cases and criminals. Students will engage in evidence gathering, trial procedures and criminal determination and punishment. Video presentations, expert guest speakers and field trips to local courts and law enforcement will be included when applicable and available.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Prerequisite: Criminal Psychology

Grade: 11-12	Credits: 2.5	Level: College Preparatory	Course#: 372
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TOPICS IN PSYCHOLOGY: This course will examine the psychological, biological and societal influences on human behavior in modern day society. The topics will include: the brain, perception, states of consciousness, human development, mental disorders and conventional/alternative therapies. The emphasis will be placed on hands-on learning through projects, small group discussion, role-plays and presentations. This course will prove useful to students seeking a career in the helping fields such as: nursing, teaching, counseling, physical therapy, animal science and medicine.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 369
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TOPICS IN SOCIOLOGY: In Introduction to Sociology students will examine the ways in which the environment and social institutions such as government, schools, family, socioeconomic status, and church affects a person's social development and socialization. The study of social behavior in interpersonal relationships, groups and the community will also be explored. Several instructional strategies, including: lecture, discussion and debate, guest speakers, and video will be utilized.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 371
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MILITARY HISTORY: This course is designed to educate students about significant developments in the history of human armed conflict. Emphasis will be placed on significant battles, the evolution of weaponry and tactics, and military leadership. Students selecting this course must be willing to participate in class discussion and debate, conduct research relating to military history, and take related notes. A multiplicity of teaching strategies will be employed including lectures, text, class discussion and debate, case studies, videos, websites, guest speakers and media information.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 368
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HISTORY OF THE MIDDLE EAST: This course would cover a broad cultural, religious, political, and geographical study of the historical roots of terrorism in the Middle East with an emphasis on Osama Bin Laden, 9/11, the War in Iraq, and global instances of jihadism. This course will teach students about the complexities of varied

cultures in the region and give insight into why there are many tensions in the area, and how those tensions are impacted by/impact the USA.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 391
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HISTORY THROUGH FILM: The first talking films graced the big screen in the 1920's. Since then, it has become a classic American pastime. Movies are a great way to connect our lives to the lives of factual or fictional characters. Films can vary drastically, while some may carry a lighthearted message others may portray a more tragic narrative. This elective dives into films that guide students through major historical events and themes of the 20th century. Topics will be paired with Massachusetts History and Social Sciences Curriculum Frameworks in order to help develop context surrounding the film. Students will learn to evaluate the accuracy of films through a variety of assessment methods. Bring your own popcorn!

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1301
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TECHNOLOGY/ENGINEERING

Technology/Engineering is the study of "how people modify the natural world to suit their own purposes" and generally refers to the diverse collection of processes and knowledge that people use to extend human capabilities and to satisfy human needs and wants. Since everyone uses technology, all students benefit from Technology/Engineering courses. Technology/Engineering is defined as a *core subject* by the Massachusetts Department of Education. The Learning Standards outlined in Strand 4 of the Massachusetts Science and Technology/Engineering Curriculum Framework are the guiding principles of the Technology/Engineering curriculum at Gardner High School.

INTRO TO WOODWORKING: This is an introductory course in woodworking technology. It includes the following: safety in the shop, drawing and planning a project. This course teaches the fundamentals of woodworking. You'll learn how to safely operate all shop machines and the proper use of hand and portable power tools. Emphasis will be placed on the designing, planning and selection phases used to construct a quality wood product. Curriculum is guided by the Massachusetts State Frameworks for Science, Engineering and Technology.

Expectations for Student Learning: Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 659
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ADVANCED WOODWORKING: This is an advanced level course in woodworking. It includes the following: safety in the shop, drawing and planning a project. Its purpose is to provide more extensive experience to students who desire to explore the woodworking field in greater depth. Emphasis will be placed on technology used in carpentry, cabinet and furniture making, as well as more abstract type woodworking. Students will be given the opportunity to advance skills learned in Wood Technology I in areas of materials, machines, and procedures. Students will be expected to design and develop plans for an advanced project of their choice. Curriculum is guided by the Massachusetts State Frameworks for Science, Engineering, and Technology. Students can take this course more than once.

Prerequisite: Successful completion of Wood Technology I or Intro to Woodworking.

Expectations for Student Learning: Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 660
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TECHNOLOGY/ENGINEERING: Students who are highly motivated, work well independently, are interested in high-tech careers and enjoy hands-on learning experiences should consider taking Technology/Engineering. This course encourages students to pursue global engineering questions and technological solutions that emphasizes research and problem solving using mathematical and scientific concepts. Students achieve a more advanced level of skill in engineering design by conceptualizing a game

and building a game board. The game will be played with machines designed and built by students. The machines will be designed to apply all of the areas of study within the area of Technology Engineering. Students will learn how to solve the problem they've conceptualized by developing possible solutions, designing and building prototypes or models, and making modifications if necessary. Students will explore engineering design, construction technologies, energy and power technologies including fluid systems, thermal systems, electrical systems, and communication and manufacturing technologies. Technology Engineering is designed to fully immerse the student in higher level problem solving activities that will require detailed lab reports that will include the following: proper research citations, orthographic drawings, test and evaluation analysis and redesign of the prototype.

This class can be used toward science graduation requirements.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 242
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ROBOTICS I: During this full-year course, students will engage in real-world applications of Science Technology/Engineering and Math (STEM) concepts through the use of the engineering design process. Through hands-on activities students will study engineering concepts including: Physics, programming, mechanical systems, and electrical & electronics systems. These concepts are delivered with a robotics emphasis through activities and projects using VEX Robotics hardware and easy C robotic programming software.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 629
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ROBOTICS II: During this full-year course, students gain knowledge of the programming process by creating a sequence of instructions that tell a computational device, such as the microcontroller on a VEX Robot, how to perform a task. Students utilize VEX Robots hardware and easy C robotic programming software to understand robotic programming code: Radio Control Code, Autonomous Code, and Mixed Autonomous & Radio Control Code. Radio control code allows you to configure the way in which the radio control transmitter controls the robot, allowing a human operator to provide input to the robot. Autonomous code allows a robot to perform behaviors without input from the radio control transmitter. The robot follows pre-programmed routines responding only to sensor inputs. Autonomous code can be integrated with radio control code to achieve even better robot performance for complex tasks.

Prerequisite: Students will have successfully completed Robotics.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 10-12	Credits: 5	Level: College Preparatory	Course#: 667
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MANUFACTURING TECHNOLOGY: The purpose of this class is to introduce students to theory and operations of manufacturing including manufacturing processes and equipment overview, manufacturing design, production process and flow, materials, machine operations and logistics. Students will learn concepts of production monitoring and control processes. Students will also earn their OSHA Safety Certification and other industry recognized manufacturing credentials for preparation for future employment in the manufacturing field.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1701
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CAD 101. INTRODUCTION TO CAD: This course is an introduction to computer assisted design (CAD) and learning to navigate both 2D and 3D design environments, using the application tools and features. The 2D basics will include menus, tabs, toolbars, drop-down lists, the command line, drawing space, layers, line types, and hatching; as well as creating, saving and opening files. Students will draw multiple views, isometrics, sections and auxiliary views of objects, including dimensions. The 3D basics will include menus, toolbars, drop-down menus, features, command manager, feature manager and drawing space. Students will create parts by drawing sketches and adding features. The parts will be combined to form an assembly and 2D drawings will be generated from the parts. Students will also learn to edit sketches and features, as well as add relations to their designs. The 2D CAD application introduced will be AutoCAD or DraftSight (an AutoCAD clone). The 3D CAD application introduced will be Solid Works, Inventor, Creo Parametric or NX. Since all of the 3D CAD applications function in similar ways, the knowledge of one can be extended to the others. Similarly, the knowledge of a 2D CAD application can be extended to another. This course is a fundamentals approach and requires no experience with other CAD programs.

Dual Enrollment credit is available.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 620
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MAKERSPACE: MakerSpace at Gardner High School is a course where students will work collaboratively with other makers, creators, and designers to foster independent and creative problem solving through an authentic preparation for the real world from simulating real-world challenges. This hands-on course allows students to be creative, innovative, independent, and technologically literate. In addition, this course utilizes materials, tools, and equipment to allow students to combine engineering principles and artistic interests to take initiative, collaboration, persistence, and resourcefulness to produce the creation of engaging products.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 400
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~~Added A Business Section here~~
~~*Added ^{Intro to} Business, Entrepreneurship, Financial Lit and 2 new College courses - Seenotes~~

STUDENT SUPPORT SERVICES

The Student Support Services (SSS) offered at GHS are designed to increase the high school retention and graduation rates of low-income, at-risk, students who wish to pursue educational goals and students with disabilities and to facilitate their transition from high school to postsecondary.

Services provided by the program include:

- Instruction in basic skills
- Tutoring
- Academic, personal, and career counseling
- Mentoring
- Special services for students with limited English proficiency

STRATEGIES FOR SUCCESS: This course is designed to help students develop study skills crucial for success in their academic classes. Specific skills taught include; organization, completing assignments, effective reading of textbooks, test taking, following directions, outlining and note taking skills. This course will also prepare students for the English/Language Arts portion of the MCAS exam. Students will review literary and poetic terms, review grammar skills, practice reading comprehension skills, work on open response questions, and practice writing for the long composition. Students will also prepare for the Mathematics portion of the MCAS exam, receiving tutoring to reinforce algebra and geometry concepts.

Expectations for Student Learning: Students will read and write effectively.

Grade: 9-12	Credits: 2.5	Level: Unweighted	Course#: 320
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MATH ENRICHMENT: This course is taken in combination with Algebra II to support a student's understanding of concepts covered.

This course will not count towards Math credit required for graduation.

Grade: 9-12	Credits: 2.5	Level: Unweighted	Course#: 941
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~~Moved to Additional Course offerings page~~

SPECIAL EDUCATION

The Special Education Department provides students who have special needs with successful academic experiences through the development of individual education programs (IEPs) that may include both special and general education classes. The primary goal of the department is to encourage maximum student involvement, to the extent appropriate, in general education classes.

Placement of individual students in a special education program occurs only through the Team evaluation process, which involves exploring and documenting alternatives attempted in general classes before referral to special education. This process follows from a pre-referral (SST Committee) convened by the Guidance Department. It is the intent of the Massachusetts Special Education Regulations that a program be designed to include the student in general education while addressing unique needs that may require specialized instruction or related services in order for that student to access the curriculum. It is the purpose of the Special Education Department, therefore, to identify those students who are in need of modifications and support and to provide them with the specialized instruction necessary for successful inclusion in the general school structure. Students' participation in the evaluation process, including attendance at Team meetings, is critical to their programming. Therefore, it is understood that IEP development includes student participation in program planning

ACADEMIC SUPPORT: Students attend Academic Lab in support of English, Mathematics, Social Studies, Science, and/or elective classes according to the goals set forth in their IEPs. Students are instructed in learning strategies, and they receive academic instruction in areas identified by their special education and general education teachers, who collaborate to meet students' needs in the classroom. (Team recommendation)

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 856 (10-12) 861 (8-9)
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READING STRATEGIES: This course will endeavor to improve students' reading abilities using engaging texts from a variety of sources including, but not limited to Newsela.com and Readworks.org. Teachers will impart and students will employ a variety of research-based techniques that will enable students to identify the main idea ("gist") of a vocabulary in these texts. Reading scores on the state and district assessments will be used to place students in this course.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 814
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STUDENT SUPPORT CENTER (SSC): This class is designed to offer both academic and social emotional support for students as per their IEP or for other students identified in special situations. Multiple staff (teachers, clinicians, etc) work together to offer intensive support to students on a daily basis to meet the individual needs of each student in the class.

Grade: 8-12	Credits: 5.0	Level: College Preparatory	Course#: 896
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R.I.S.E.

The RISE (Resources in Special Education) Program at Gardner High School is designed to provide academic and vocational training for students in grades 9-12 who are at academic levels substantially below grade level. The primary goal of RISE is to provide opportunities to gain academic, independent living, prevocational, and social interaction/communication skills within and outside of the school setting. Students in the RISE Program learn academic and functional skills through a combination of classroom instruction, and school-based work and community experience. Students complete modified assignments in inclusive environments according to their IEP (Team recommendation).

RISE/ENGLISH: This course focuses on reading and literature, language, and composition strands in ELA on entry levels. There is emphasis on reading for information, comprehension of written materials, and using information across settings. A multi-sensory approach will be taken that allows students to more fully understand the main ideas, characters, and settings of topics.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 973
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RISE/MATH: This course focuses on the basic operations in mathematics and everyday applications of these skills including counting money, time concepts, and measurement, budget and calculator skills. These skills will be taught in the classroom and then utilized in community environments to best provide generalized learning.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 975
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RISE/US HISTORY: This modified course will have the students explore and demonstrate a general understanding of central past events and select people who have made an impact on our political, economic and/or social development in the United States. The students will use a variety of materials in this historical exploration including textbooks, reference materials, literature and multimedia.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 987
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RISE/BIOLOGY I: This course is intended to provide students with a better understanding of the scientific method, cell theory, characteristics and classification of living things and their relationship to the environment. The students will also have a better understanding of heredity and reproduction.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 986
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RISE/PRE-VOCATIONAL EXPERIENCES: This course is designed to provide students with work experiences starting with opportunities that are closely supervised, in-school jobs in order to build on skills that will be necessary for transitioning from high school. The focus of this course is to gain an understanding of work expectations, and to use good work habits in order to best prepare for future work experiences. The school-based work includes group projects and individual assignments including paper recycling, restocking machines and coolers, as well as school based businesses along with individual assignments.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 971
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RISE/COMMUNITY AND RECREATIONAL SKILLS: This course allows students the opportunity to make choices in community and classroom settings in order to engage in individual and group activities in an age-appropriate manner. The emphasis is for students to be able to enjoy unstructured time at school through music, arts and crafts, movies, social activities, and museum visits that will carry over to settings besides school for lifelong learning. In addition, students will have the opportunity to use these skills in community settings. Accessing public services, acquiring information about transportation schedules, finding information about community offerings and availability will be covered with lessons in the classroom prior to community experiences.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 974
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ENGLISH LANGUAGE LEARNERS

ELL INDEPENDENT STUDY: this independent study service is designed for students whose first language is not English. It is a foundation course that will help increase the students' written and oral proficiency. Students will focus on grammar, reading, writing and conversational skills.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 472
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GOALS AND OBJECTIVES

I. Grammar and Writing Objectives - by the end of this course, students will:

- Understand the difference between the present continuous and present tense and be able to use the tenses in affirmative, negative and interrogative statements.
- Understand the use of frequency adverbs
- Understand the past tense, including the irregular forms
- Understand the future tense and use "will" and "be going to"
- Understand the difference between the present perfect and past tense and be able to use it in affirmative, negative and interrogative statements
- Be able to use subject, object and possessive pronouns and adjectives
- Be able to write a coherent paragraph, which includes a topic sentence, body and concluding sentence

II. Reading Objectives - by the end of the course, students will:

- Increase their individual vocabulary
- Improve their comprehension
- Improve their critical thinking

III. Conversation Objectives - by the end of this course, students will:

- Be able to incorporate the grammar structures learned in class in their everyday speech
- Be able to initiate and sustain a conversation
- Be able to narrate a story in the present, past and future
- Be able to ask for and give directions

This service will be taught exclusively in English. During the course, students will be presented with dialogues, readings, and exercises where they will be exposed to various grammar structures. They will practice these structures using question-answer, small and large group discussions and role-play. They will also incorporate these structures into the writing assignments that will be done on a weekly basis. During the reading portion of the course, the students will be presented with new vocabulary. They will work on reading passages, which improve their comprehension and critical thinking skills. Daily dictations will also be used to aid the students in their spelling.

ESL ENGLISH A: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Level 1. This course will introduce the students to multiple genres of literature including novels, short stories, poetry and informational texts. Exploration of each genre's literary elements including determination of theme and intent and examination of vocabulary and semantics will be included in the course content. The writing component of the course will focus on expository, descriptive, expressive and narrative writing. Students will continue to develop their listening, reading, writing and speaking skills throughout this course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 71
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ESL ENGLISH B: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Levels 2 and 3. The genre focus in this course will be fiction, poetry, drama and non-fiction. Students will develop reading strategies that will help them make connections to the readings and understand inferences. Along with reading, the students will explore expository, narrative and descriptive writing. There will be an additional focus on grammar, including verb tenses, adjectives and adverbs, and complex compound sentences. Students will continue to develop their listening, reading, writing and speaking skills throughout this course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 72
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ESL ENGLISH C: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Levels 4 and 5. It emphasizes comprehension and critical thinking skills in the reading of texts and literature. Students will be exposed to literary techniques such as irony, symbolism and tone, through the genres of short story, nonfiction, drama and poetry. In order to develop critical thinking and analytical skills, students' writing assignments will focus on autobiographical essays, persuasive essays and literary analysis. Students will continue to develop their listening, reading, writing and speaking skills throughout the course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 73
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EL STRATEGIES: This course is designed to help EL students access the core curriculum and develop study skills in order to be successful in their academic classes. Students will be taught specific skills such as organization and completing assignments, effective reading of textbooks, test taking strategies, understanding directions, outlining and note taking skills, all while working on improving their understanding and utilization of the English Language. Students will receive additional EL instruction in areas such as listening, speaking, reading, and writing when needs are identified by their EL teacher and/or general education teachers.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 319
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ADDITIONAL COURSE OFFERINGS

COMMUNITY SERVICE

Credit for Community Service can be granted to students in grades 9-12. The goal of community service is for students to become aware citizens that see a responsibility to their community. A student can receive 1 credit for every 25 hours of community service completed, up to 5 credits per school year.

Community Service is separate from school activities and should be done within a non-profit organization. The concept of community service is to benefit the community. Although not limited to non-profit agencies, all non-profit agencies are considered places to earn community service hours. Such types of services include working with children, the elderly, shelters, churches, United Way organizations, and the Relay for Life to name a few. Students will seek out their own placements, which do not include helping your family.

Final approval from your guidance counselor and a Gardner High School Community Service Log will be required to receive credit upon completion.

ADVISORY: The Advisory block is designed to assist students with their academic, social and future-planning. This is done with the assistance of the Advisory Teacher and in turn, helps students make a connection with an adult in the building. The primary focus of the Advisory time is to work on the Individual Learning Plan (ILP). The ILP is a tool the student and advisor use to help the student identify academic, career and social goals for the school year. As part of their ILP, the advisor and student complete quarterly reviews of progress towards these goals.

Grade: 9-12	Credits: 2.5	Level: Unweighted	Course#: Grade 08 - 804 Grade 09 - 806 Grade 10 - 803 Grade 11 - 800 Grade 12 - 801
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INDEPENDENT STUDY FOR CREDIT

Students who have demonstrated great interest in an area through completion of electives, and show a high level of personal responsibility, may pursue an Independent Study. The student interested in an independent study project must have a teacher-sponsor and a contract proposal outlining work to be accomplished. The proposal must be presented at least 2 weeks before the intended starting date for the course. Independent study is for seniors only. The principal has the authority to allow others to participate.

Independent Study credits will be approved on a case-by-case basis.

**Added Strategies For Success - see notes*

STRATEGIES FOR LIFELONG LEARNING: This class is designed to increase student knowledge and necessary skills for everyday living. This course will emphasize goal-setting, decision making and problem solving, effective communication, healthy lifestyles and relationships, personal safety, citizenship, and consumerism.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 820
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INTRODUCTION TO BUSINESS: This course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media. There will also be a focus on personal finance and money management.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 285
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FINANCIAL LITERACY: Using project-based instruction and real-world situations this course will give students the knowledge and general understanding of all key aspects of personal finances necessary to be successful now and throughout their adult lives. The structure of this class will reflect real-world situations as closely as possible.

Various opportunities to take this class will be made available to students to meet the graduation requirement.

Grade: 11-12	Credits: 2.5	Level: College Preparatory	Course#: 133
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MANUFACTURING TECHNOLOGY: The purpose of this class is to introduce students to theory and operations of manufacturing including manufacturing processes and equipment overview, manufacturing design, production process and flow, materials, machine operations and logistics. Students will learn concepts of production monitoring and control processes. Students will also earn their OSHA Safety Certification and other industry recognized manufacturing credentials for preparation for future employment in the manufacturing field.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1701
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ENTREPRENEURSHIP: This interactive course provides opportunities to learn the underlying principles of starting a business. Students are exposed to identifying business opportunities, starting a business, along with operating and maintaining a business. Topics including accounting/finance, operations, marketing, business management, human resource management, I.T. management, and legal operations will be developed through projects assigned throughout the course.

Prerequisite: Successful completion Introduction to Business

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1208
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INTERNSHIP OFFERINGS

YEARBOOK INTERNSHIP: This internship is intended to facilitate the completion of the Argus Yearbook. The goal is to gain experience in organizing and producing a yearbook as well as managing and training new staff members. The objective is to have the student experience putting together a yearbook which has real world applications in both the managerial and finance aspects. The program is graded as pass/fail and is unweighted. Acceptance is at the permission of the instructor only.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 955
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IN-SCHOOL INTERNSHIP: This internship is designed as a semester or full-year elective course for juniors and seniors to assist a GHS teacher and to give students insight into the educational process. Teachers and students will establish an agreement/contract as to their responsibilities for the internship. Active participation and motivation is essential for this internship experience. The program is graded as pass/fail and is unweighted. The principal may approve students from different grades for internships.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 989
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SCHOOL TO CAREER INTERNSHIP: Students enrolled in this internship program gain first-hand experience in their chosen career field. Students are placed in various classrooms within the Gardner Public Schools, local business, industry and community-based organizations. Students participating in the internship program will continue to take classes in math, English, science, social studies and unified arts. At the work site, students recognize the applicability and importance of these academic and technical subjects. Most importantly, students will develop skills needed for lifelong learning and future success in the workplace. Students who have developed a strong career interest through participation in career awareness and planning programs, and are in good academic standing may apply for the internship. Students can earn up to 5 credits per semester depending on length of participation and must be approved by the principal. Site supervisors and students will establish an agreement/contract as to their responsibilities for the internship. The program is graded as pass/fail and is unweighted.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 950
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Early College

DUAL ENROLLMENT COURSES AND MOUNT WACHUSETT COMMUNITY COLLEGE INITIATIVES

In conjunction with Mount Wachusett Community College, Gardner High School will be offering college level courses to eligible juniors and seniors at no cost to the students. In addition to earning 5 high school credits for these courses, students will earn 3 college credits with passing grades. Classes are taught by both MWCC and GHS faculty and are offered at Gardner High School and/or Mount Wachusett Community College during the school day. Students may also be eligible for additional dual enrollment courses for a nominal fee during afternoon and evening hours.

Various Early College Pathways will be available for students who are interested in dual enrollment options. Besides the core courses in English, Math, Science and Social Studies, students will be offered additional courses in the Health Field, Technology, Business and Liberal Arts. A program specific to the health field funded through an HCOP grant (Health Career Opportunity Program) will offer classes for students interested in pursuing a career in an allied health related field.

With the exception of Math 096, college credits earned are transferable to those attending Mount Wachusett Community College or any state university. Private colleges may also accept these transfer credits at their discretion.

Students will need to place into dual enrollment courses by earning passing scores on the Accuplacer exam or through other agreed upon entrance criteria. The courses being offered will run based on student enrollment and may include:

EARLY COLLEGE DISTINCTION AWARD

In order to recognize our students who have participated in our Early College Program and who have challenged themselves with taking multiple college level courses during their junior and/or senior years, we have created the **Early College Distinction Award**. To be awarded this distinction at graduation, students must meet the following criteria:

- Receive passing grades and earn a minimum of 15 college credits, the equivalent of five college classes.
- Maintain good attendance; display good behavior; and present integrity and good citizenship when representing Gardner High School in the community (This will be reviewed by administration and guidance prior to receiving this award.)

ENG 101. COLLEGE WRITING I. 3 Credits. Students will develop college-level English writing skills with an emphasis on the writing process, an awareness of purpose and audience, and an understanding of grammar, punctuation, and sentence structure. Reading selections will foster improved writing skills and critical and analytical thinking. By semester's end, students will have produced at least four essays totaling 12-15 pages of original, polished prose, as well as additional writing in varied forms, such as journals, free-writes, peer review, reading responses, and rough drafts. Students are required to successfully complete the MWCC Library Research Skills MOOC and will write at least one paper that incorporates outside source material. Working with an instruction librarian on the research project is encouraged.

Prerequisites: ENG 098, RDG 098, FYE 101, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 043
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ENG 102. COLLEGE WRITING II. 3 Credits. Writing about literary works will improve student writing, revision, critical thinking, and reading skills. The readings will be selected from a range of texts including fiction, non-fiction, poetry and drama. Evaluation and analysis will be accomplished through a variety of writing assignments, for example, discussion board posts, in-class writing, journals, free-writing, essay exams, and rough drafts of formal essays. By semester's end, students will have produced several pieces of writing totaling 12-15 pages of original, polished prose. At least one of the essays will incorporate library research that is cited and documented appropriately.

Prerequisite: ENG 101

Grade: 11-12	Credits: 5	Level: Honors	Course#: 044
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MAT 096. INTERMEDIATE ALGEBRA. 4 Credits. This course completes the developmental math curriculum and prepares students for the credit-bearing course Introduction to Functions & Modeling. Topics include: linear equations and inequalities, graphing equations, polynomials and exponents, factoring polynomials and solving equations, rational expressions, radical expressions quadratic equations and introduction to functions. Institutional credit only. Courses that earn institutional credit do not apply towards graduation. **A GRADE OF "C" OR HIGHER IS REQUIRED FOR ADVANCEMENT TO NEXT COURSE.**

Prerequisites: MAT 092 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 169
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MAT 143. STATISTICS. 3 Credits. This course presents students with an understanding of elementary statistics by familiarizing them with basic concepts of measures of central tendency and variability, regression and correlation, probability, discrete and continuous random variables, the Central Limit Theorem, confidence intervals, and hypothesis testing. A calculator is required. MAT 093 is required for students taking this course who tested into and successfully completed MAT 092 with a grade of C or better.

Prerequisites: MAT 092 or placement; MAT 093 corequisite for students who tested into MAT 092 and successfully complete this course with a C or better.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 125
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BIO 109. BIOLOGY I. 4 Credits. Biology, as a science, represents a way of interacting with the world in a rational manner. The nature of science, cellular structure and function, the molecules of life, the acquisition and use of energy by living organisms, the code of heredity, principles of genetics, and genetic recombination will be considered in this course. Lab sessions will be hands on experiences revolving around and applying the topics listed in the lab section of the syllabus.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Students may be required to take this course at the college campus due to the lab.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 210
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BIO 113. LIFE SCIENCE FOR ALLIED HEALTH (FORMERLY BIO 099). 3 Credits. This course is designed to prepare students to succeed in Anatomy & Physiology I and II. Students build a foundation of biology concepts related to chemicals critical to life, cellular structure and function with emphasis on cellular transport, energy production and molecular genetics. Instruction will actively engage students in their learning and student success skills are integrated with the scientific body of knowledge as students prepare to enter various allied health programs. **A GRADE OF 'C+' OR HIGHER IS REQUIRED FOR ADVANCEMENT TO NEXT COURSE.**

Prerequisites: ENG 098, MAT 092 (or corequisite), RDG 098 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 209
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PSY 110. HUMAN GROWTH AND DEVELOPMENT: 3 Credits. This course focuses on lifespan development through an examination of the biological, cognitive, and social domains and their interdependence. Students will study developmental changes from conception to late adulthood and will gain an understanding of how current research theories of human development translate into practice..

Prerequisite: PSY 105

Grade: 11-12	Credits: 5	Level: Honors	Course#: 1810
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MGT 210. PRINCIPLES OF MANAGEMENT: 3 Credits. This course is a survey of traditional and contemporary principles of management and of the application of behavioral science and quantitative concepts to the solution of actual business organization problems. It is an introductory course dealing with the structure of business, its environment, and its relationship to society, and the individual members of the class. It examines the operation of business, how a firm's structure and management are determined, the methods by which companies produce products and services, the way they manage human and physical resources, market their goods and services, finance operations, and the techniques they use to control operations and meet their responsibilities.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 1814
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CPT 110. CAREER RESEARCH, DEVELOPMENT AND PORTFOLIO DESIGN, 3 Credits. This course is designed to introduce career planning as a lifelong process of incorporating an individual's multi-faceted roles within an ever-changing society. Issues of personal growth and development, work/family linkages, gender roles, diversity, empowerment, and transitions will be explored as a foundation for career development. Opportunities will be provided to explore and identify individual interests, attitudes, values, and skills. Students will investigate various occupational requirements and work environments with the purpose of formulating an integrated career/life plan. Participants will be assisted in developing the necessary skills to conduct a successful job search campaign. Topics to be addressed include focused and realistic career objectives, job market strategies, career networking, interviewing, resume writing, cover letters, and

professional communication competencies. Students will complete their personal portfolios as well as a presentation portfolio.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement, or permission of division dean.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 718
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HIS 202. HISTORY OF UNITED STATES II, 3 Credits. This course will begin with the Reconstruction and will examine the social, economic, and political issues of the late nineteenth century as the country moved from an agrarian society to an industrialized nation, the emergence of the United States as a world power with World War I, the effects of the Great Depression on society and government, World War II, the Korean War, the Cold War, the Civil Rights Movement, Vietnam, Women's Rights, the War on Terror, and the challenges that America faces as it moves into a new century.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 317
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PSY 105. INTRODUCTION TO PSYCHOLOGY, 3 Credits. Students are introduced to the basic concepts and methods of psychology. Course content surveys scientific methods, the brain and nervous system, sensation and perception, consciousness, learning and memory, personality, psychological disorders, and treatment.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 343
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POL 211. INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS: 3 Credits. This course examines the structure of the national government including the major political institutions of the Presidency, the Congress and the Judiciary. Theory and function of the interaction between these institutions and their constitutional origins and scope will be analyzed. This course will examine the jurisdiction and interplay of both the Federal and State governmental authority under our American system of Federalism. The political process, elections and political party involvement in the function and form of our constitutional government on the federal, state and local level will be examined.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement

Grade: 11-12	Credits: 5	Level: Honors	Course#: 482
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SOC 103. INTRODUCTION TO SOCIOLOGY, 3 Credits. Students are introduced to the scientific study of society through basic sociological concepts. Concepts covered will include culture, socialization, social statuses and roles, social inequalities (race, class, gender and age), social institutions (such as family, education, religion, economy, government, politics, media and health), deviance, and social change. In order to create global awareness, students will develop critical thinking skills by making connections between their own lives and the broader social community. Students will be introduced to theoretical perspectives of sociology and use these theories to examine the various topics. Students will also examine and explain systems of stratification; and critically apply the concepts discussed to issues in their lives and the world.

Prerequisites: ENG 098, FYE 101, RDG 098

Grade: 11-12	Credits: 5	Level: Honors	Course#: 344
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CAD 101. INTRODUCTION TO CAD. 3 Credits. This course is an introduction to computer assisted design (CAD) and learning to navigate both 2D and 3D design environments, using the application tools and features. The 2D basics will include menus, tabs, toolbars, drop-down lists, the command line, drawing space, layers, line types, and hatching; as well as creating, saving and opening files. Students will draw multiple views, isometrics, sections and auxiliary views of objects, including dimensions. The 3D basics will include menus, toolbars, drop-down menus, features, command manager, feature manager and drawing space. Students will create parts by drawing sketches and adding features. The parts will be combined to form an assembly and 2D drawings will be generated from the parts. Students will also learn to edit sketches and features, as well as add relations to their designs. The 2D CAD application introduced will be AutoCAD or DraftSight (an AutoCAD clone). The 3D CAD application introduced will be Solid Works, Inventor, Creo Parametric or NX. Since all of the 3D CAD applications function in similar ways, the knowledge of one can be extended the others. Similarly, the knowledge of a 2D CAD application can be extended to another. This course is a fundamentals approach and requires no experience with other CAD programs.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 620
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CIS 128. INTRODUCTION TO INFORMATION SYSTEMS (COMPUTER INFORMATION SYSTEMS). 3 Credits. This course provides a broad overview of information systems and their components. Students will learn the basic concepts of systems, business and web services software, networks, data storage and management, information and systems security and the development of information systems. Word processing, spreadsheet and database applications are utilized throughout the course to apply concepts to real-world examples. Electronic communication, presentation, and collaboration applications are also utilized to develop essential computing skills.

Prerequisite: ENG 098, RDG 098, FYE 101, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 922
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ACC 101. PRINCIPLES OF ACCOUNTING I. 3 Credits. This course covers the basic accounting principles necessary for an intelligent understanding of the books and records used in business: debits and credits; opening and closing books; classification and analysis of accounts; controlling accounts; trial balance; working papers; and the preparation of financial statements.

Prerequisites: FYE 101, MAT 092, RDG 098, ENG 098 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 291
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ECO 101. MACROECONOMICS. 3 Credits. This course covers macroeconomic analysis of prevailing patterns of economic institutions, banking systems, monetary and fiscal policies, public debt, and supply and demand. This course may be used as a business or social science elective.

Prerequisites: ENG 101 (or corequisite), MAT 092, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 294
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ALTERNATIVE COURSE OFFERINGS

(with prior written approval of administration)

MAKE UP CREDIT/SUMMER SCHOOL

In order to receive full credit for courses taken elsewhere as a result of failing a regular Gardner High School course, the student must satisfy the following criteria:

In order to participate in a summer school program the student must have achieved a final grade of at least 50% in the failed course or the principal's discretion. Students earning a 60 or above in a makeup/summer school course will earn a "P" for the course. The course must be submitted for approval to the principal prior to registering.

CREDIT RECOVERY

Credit Recovery Courses are designed to provide students who had previously lost partial or all credit, due to varying issues. Students will regain that credit through satisfactorily completing coursework including readings, discussions, and comprehension of main concepts, writings, study guides, and quizzes. Students will perform tasks and learn on their own time at their own pace. Students will be required to periodically meet with teachers to discuss goals and objectives as well as progress. Subjects offered vary, but include English, Social Studies, Science, and Math.

Expectations for student learning: Students will think critically, read, write, and communicate effectively, demonstrate creativity, utilize technology effectively, and problem solve effectively.

OUTSIDE COURSES

Courses for make-up credit may be taken, but the cost is the student's responsibility. Outside courses must be pre-approved by the student's guidance counselor, and principal. It is the student's responsibility to make sure their official grades are forwarded to the Gardner High School Guidance Office.

GARDNER ACADEMY FOR LEARNING AND TECHNOLOGY (GALT)

With purpose and direction, the GALT Program is available for students faced by challenges within traditional academic and curriculum programming. The GALT School is committed to promoting both academic and personal growth for students to prepare them for post-secondary endeavors, or the eventual reintegration into traditional educational settings. The ultimate mission of the program is to enhance the learning abilities of each student and bring them to a point of realization relevant to those abilities.

The Gardner Public School's GALT Program supports students in recognizing their strengths through individualized programming while providing the opportunity to participate in an alternative education setting. The Prospects Program stresses academic achievement through a specialized approach that blends and builds upon aspects of community, shared learning, social development, and independence. We believe that by giving students a specialized alternative setting, they will realize their potential in educational and career exploration.

Strategies for success are provided here

GENERAL INFORMATION

LEGAL ASSISTANCE

Chapter 622 of the Acts of 1971 guarantees access to all public schools and public school programs, courses, advantages, and privileges without regard to race, color, sex, religion, or national origin.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PUBLIC LAW 92-318

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving federal financial assistance”.

PARENT-TEACHER COOPERATION

The school wishes to offer the richest possible educational experience for each student. This cannot occur without full communication between parents and the school. Parents are urged to maintain close contact with teachers, counselors, and administration. This process begins with careful review of the courses available to the student each year, and signature approval by parents on the course selection sheet in this booklet. The e-mail addresses for teachers are available by visiting the www.gardnerk12.org website. Parents are encouraged to contact teachers directly with concerns about their child's academic progress and use ~~Plus Portal~~ to check student's grades weekly.

PowerSchool

ONLINE GRADES AND ATTENDANCE

PowerSchool

Parents and students should access student grades online. ~~Plus Portal~~ allows individuals to see current information regarding a student's grades (homework, quizzes, classwork, and exams), attendance, and assignments. In addition, it allows teachers to post questions for online discussions.

Please email our guidance secretary at ~~leblanc@gardnerk12.org~~ for your login information.

pinosa@gardnerk12.org

REPORT CARDS

Report cards are issued four (4) times per year; approximate time - every ten weeks (November, January, April and June). Report cards are distributed through the student's homeroom. If you do not receive a report card from your child within two weeks after the marking period ends, please contact the school.

INCOMPLETES

The student must make up all incomplete grades on a report card, and grades submitted by their teacher within ten (10) school days from the day report cards are issued. The principal must approve any exceptions to this time limit in advance.

PROGRESS REPORTS

Progress Reports are given to the student midway through each term to indicate the present status of a student's work. Progress reports are another way of communicating between parents and teachers, in order to assist the student in improving his/her performance. With close cooperation between parents and the school, the number of unsatisfactory grades can be considerably reduced. **A passing grade on a progress report does not necessarily assure a passing grade at term's end.** Please contact the teacher if you have any questions.

TRANSFERRING FROM GHS

In the event a student transfers to another school, students will be provided with updated earned marks from their current courses. Partial credit is not awarded upon transferring. Credit is awarded at the completion of the course or at the end of the semester.

MONTACHUSETT REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT
and
GARDNER PUBLIC SCHOOLS

Chapter 74 Partnership Program
Memorandum of Agreement

The following agreement is entered into between Montachusett Regional Vocational Technical School District (MRVTSD), located at 1050 Westminster Street, Fitchburg, Massachusetts and Gardner Public Schools (GPS), with administrative offices located at 70 Waterford Street, Gardner, Massachusetts. This agreement was developed in partnership with school officials representing the interests of both parties, and will be in effect through the 2024-2025 school year. Thereafter, the agreement will be reviewed by Superintendents (or their designees) from both districts, and amended or renewed “as-is” annually.

MRVTSD is designated as the “Program District” and GPS is partnering with the Program District for the purpose of enrolling their students in the following Chapter 74 training programs:

Carpentry: CIP Code 460201

Electricity: CIP Code 460302

Responsibilities

In order for the program to be successful, each partner will make significant contributions. Accordingly, MRVTSD and GPS agree to the following:

MRVTSD will provide:

- Administrative representation and planning assistance at all meetings of the partnership
- Qualified instructors to teach agreed upon courses
- Orientation sessions for new students and their parents
- Provide bus transportation to GPS students enrolled in the Partnership Program(s), both to/from the training facility
- Award GPS students a vocational certificate indicating completion of competencies, the total number of training hours completed, and industry-recognized credentials earned upon successful completion of two years of the program
- Data such as attendance, course completion rate and average grade to track program outcomes delivered at the end of each quarter
- Provide daily lunch
- In year two, provide eligible GPS students the opportunity to participate in cooperative education for applicable programs as available
- General instructional support for English Language Learners and Special Populations
- All consumable technical materials
- Procurement of consumable technical materials
- Required PPE or other technical program clothing or materials to all students as needed to participate
- Administration of program staff compensation
- General financial management of program

GPS will provide:

- A district representative who will coordinate, support students and provide program oversight
- Administrative representation and planning assistance at all meetings of the partnership
- Coordinate student outreach and recruitment assessments for prospective students
- Eligible students with application materials, local admission policy, and all related program materials, so that qualified students may make an informed decision regarding participation in this elective program

- Enrolled students with a “week about” schedule, denoting academic coursework one week, and full-day vocational training the next
- Designate enrolled students as Chapter 74 in October 1 SIMS Report each year

Operational Considerations

- GPS students will complete all academic coursework in their home school district, following a “week about” schedule, with academic coursework one week, and full-day vocational training the next.
- GPS students will attend full-day vocational training at the Montachusett Vocational Partnership (MVP) Academy on alternating weeks.
- GPS students will follow a schedule mutually agreed upon by MRVTSD and GPS. The academic calendars, including non-typical school days, such as standardized testing dates, early release days, and professional development days will be reviewed and agreed upon prior to the start of the school year.
- Delayed starts and early dismissals, as prescheduled or due to weather, will follow the MRVTSD schedule.
- Vocational training program information will be shared through the GPS guidance department and GPS school liaison.
- MRVTSD will provide daily notice of student attendance and GPS will update daily attendance accordingly.
- MRVTSD will report student conduct referrals to GPS. GPS will be responsible for assigning and documenting appropriate discipline.

Services

- Instruction: GPS will provide academic instruction to all GPS students enrolled in the Partnership Program. To ensure students are progressing, and remain on track to graduate with their peers, GPS will provide progress reports and transcripts to MRVTSD each quarter. Similarly, MRVTSD will provide technical instruction and provide progress reports, term grades, and attendance records to GPS each quarter, at a minimum. Program Directors, instructors, guidance counselors, and parent liaisons will meet at regular intervals to discuss student progress in the program.
- Guidance Services: GPS will provide guidance services including career assessments and the development of a four-year career plan. MRVTSD, working in partnership with GPS guidance, will provide opportunities for eligible students to be placed in cooperative education during the second semester of their Senior year.
- Transportation: MRVTSD will provide standard bus transportation to GPS students enrolled in the Partnership Program(s), both to/from the training facility. In the event, that a student’s living situation or IEP requires specialized transportation, then the assignment and cost for that specialized transportation will be provided by GPS.
- Special education; English language learners: Students with disabilities and English Language Learners will be supported, including implementing student’s IEP’s and 504’s during their vocational instruction by their vocational instructors and supporting paraprofessionals. Vocational instructors will be SEI endorsed. GPS, as the LEA, will develop and provide progress monitoring for all students with IEP’s. MRVTSD vocational instructors will provide competency-based progress updates for students with IEP’s to GPS. GPS will share plans such as IEP’s, 504’s, and EL proficiency levels with MRVTSD program director and MRVTSD instructional staff. If a student’s IEP requires specific personnel to support that student’s needs, for example 1:1 support or hearing impairment translation, then that personnel will be provided by GPS. Lastly, in alignment with ongoing practice, the coordination of specialized service programs and providers, all required IDEA/ADA evaluations, assessments and data collection will remain with GPS.

Staffing

Programs will be staffed to meet Chapter 74 guidelines for each technical area. Staff will be highly qualified and hold current Massachusetts teaching licenses, and required endorsements. Instructors will be evaluated by MRVTSD administrative personnel, annually. Funding for staff will be budgeted from monies received from partner schools and grant funding.

Admissions Policy

Participation in the Chapter 74 Partnership Program is open to a total of twenty rising juniors and seniors. All Gardner Public School rising juniors and seniors are eligible to apply. Interested students will submit an application to GPS guidance counselors and/or the program liaison during their sophomore year. Vocational training and the “week about” academic schedule will commence junior year and will continue through senior year. Proportion of students admitted to the Partnership Program from each school has been agreed upon by MRVTSD, FPS, GPS, and NRSD leadership. The table below outlines the expected student enrollment at Montachusett Vocational Partnership (MVP) Academy, beginning Fall 2024:

Participating District	Percentage of MRVTSD current enrollment	# of slots allotted to each partner school district
Fitchburg Public Schools	23%	52
Gardner Public Schools	12%	20
Narragansett Regional School District	8%	12
Total participants		84

The application process may include an information session and interview component to allow students to express their interest and commitment and to discuss how the Chapter 74 Partnership program would help them accomplish their career and academic goals.

Selection of candidates, admission to the Partnership Program, and subsequent enrollment at the Montachusett Vocational Partnership (MVP) Academy is solely determined by GPS personnel.

Eligibility & Selection Criteria

Student eligibility to participate in the Partnership Program is fully determined by the GPS administrative team. Furthermore, students who are enrolled in the Partnership Program will not be considered for transfer to MRVTSD.

Enrollment:

To enroll, interested students will complete the MVP Academy Application for Admission, which contains the following GPS forms:

- MVP Academy New Pupil Information Form
- Consent for Release of Records
- Media Release Form
- Health Related Forms:
 - Student Health/Emergency Form
 - Medication Authorization Form
 - Patient Consent Form

By completing these forms, GPS will have permission to share student records, and MRVTSD will have information needed to act appropriately in an emergency.

Continued Eligibility

A student's continued eligibility to participate in the Partnership Program is based on progress reviewed at the end of each academic year to meet the following academic expectations:

- Students that receive a failing grade (D or F at MRVTSD) are required to meet with their home school Guidance Counselor and a representative of MRVTSD to determine a plan of action.
- GPS is solely responsible for potential removal from the program.

Budget/Funding/Budget Development & Management

The Partnership Program Budget is funded through private contributions, state grants and an annual per pupil assessment from the sending district to MRVTSD. The total assessment is the difference between the current year DESE Office of School Finance Chapter 70 Foundation Budget rates per pupil for MRVTSD vs. GPS. For example, in FY23 the Chapter 70 per pupil rate for vocational schools is \$15,697.71 while the high school rate is \$10,475.88. Therefore, the difference per pupil is \$5,221.83, and this is the base per pupil contribution to MRVTSD from sending schools. NOTE: Since the program will not commence until FY25, numbers noted above are subject to change, reflecting appropriate foundation budget rates, per pupil.

The total contribution each year is based on the number of sending school students enrolled in vocational education at MRVTSD on October 1 of the previous year. The number who are enrolled must be accurately reflected on the sending school's previous year October 1 SIMS Report. Payment is one year "behind" student enrollment. The table gives an example of how student enrollment, SIMS Reporting, and sending school per student payment should align.

Fiscal Year	Students' GPS Enrollment	SIMS Report – listed as vocational student	Sending School makes per pupil payment to MRVTSD
FY25 (7/1/24 – 6/30/25)	GPS students as 11 th graders	On 10/1/24 Report	
FY26 (7/1/25 – 6/30/26)	GPS students as 12 th graders	On 10/1/25 Report	FY26 based on 10/1/24 Report
			FY27 based on 10/1/25 Report

Financial Management

Each partner agrees to the following responsibilities in fiscal management

- MRVTSD will plan the annual budget and provide overall fiscal management.
- MRVTSD will procure grant or other funding to support the program as needed.
- GPS will apply for Perkins grant funding and use funds specifically generated by the MVP programs to offset costs associated with vocational training efforts.
- GPS will accurately enter GPS students enrolled in the Partnership Program as vocational students on their October 1 SIMS Report
- MRVTSD, for the purpose of collection of the total assessment, will invoice GPS in three installments per annum, in December, February and May each year according to the number of students enrolled in the Partnership Program on October 1 of the previous school year. This should align with the Partnership program enrolled GPS students reported on the October 1 SIMS Report.
- MRVTSD will invoice GPS monthly for the number of meals served based on the agreed upon rate dependent on a possible continuation of universal meal plans.
- GPS will make payment on Partnership Program invoices in a timely manner.
- Budget or fiscal disagreements will be reviewed by MRVTSD and GPS Partnership Program coordinators. If disagreements cannot be resolved, they will be escalated to the Superintendents of each district.

Decision Making Process

All decisions including academic programs to be made regarding the partnership will be made by consensus of the representatives for each participating agency. MRVTSD shall control all decisions related to vocational training program curriculum and content, hiring, evaluation, and retention of staff, and awarding of grades. Resolution of issues not covered in this MOA will be escalated to school leadership.

Dispute Resolution

Any dispute arising under this MOA shall be decided by the MRVTSD and GPS Superintendent, or their duly authorized representative, and will be presented in writing. The decision shall be final and conclusive unless determined by the court of competent jurisdiction to have been fraudulent or capricious or arbitrary, or so grossly erroneous as necessarily to imply bad faith, or not supported by substantial evidence. In connection with any appeal proceeding under this clause, each school shall be afforded an opportunity to be heard and to offer evidence in support of its appeal. Pending final decision of a dispute hereunder, each school shall proceed efficiently with the performance of this MOA and in accordance with the decision of the Superintendents or their duly authorized representatives.

The dispute resolution process does not preclude consideration of law questions in connection with decisions provided for in the paragraph above, provided that nothing in this MOA shall be construed as making the final decision of any administrative official, representative, or board on a question of law.

MOA Amendment or Termination

This MOA is valid from July 1, 2024 through June 30, 2025. If amendments are recommended by either party, it should be completed by June 30th in order to be applied to the MOA renewal prior to the following academic year.

If either party chooses to withdraw from the partnership, it must be done by June 30th, one academic year in advance. Further, either party must present the other party a notice of the parties' intent to terminate at least sixty (60) days in advance of the start of the next academic year. This will allow all enrolled students to complete the program prior to the termination of the partnership.

Authorized Signatories

As the representatives of Montachusett Regional Vocational Technical School District, we agree to all terms of the Memorandum of Agreement, proposed herein.

Thomas R. Browne, MRVTSD Superintendent-Director

Date

Eric Commodore, Chair, Monty tech school Committee

Date

As the representatives of Gardner Public schools, we agree to all terms of the Memorandum of Agreement, proposed herein.

Mark Pellegrino, Superintendent

Date

Mayor Michael J. Nicholson, Chair, Gardner School Committee

Date



Kindergarten Registration 2023-2024

Parents/Guardians of children entering Gardner Public Schools in the Fall of 2023

**The age requirement for Kindergarten is 5 years of age
on or before August 31, 2023*

We will be holding in person registrations at Gardner Elementary School

March 14, 2023 10am-2pm

March 15, 2023 10am-2pm & 5pm-7pm

March 16, 2023 10am-2pm

Please enter through the Early Childhood Entrance, Door #11 for registrations

At the time of registration parents/guardians must bring the following:

- *A copy of the child's legal birth certificate
- *Proof of Gardner Residency (utility bill, lease, mortgage)
- *Physical, dated within the year
- *Immunization records
- *Lead test

*These are mandated forms required by the state. If all of the required health information is not submitted, your child will not be completely registered for Kindergarten and will not be able to start school until all the information is received.



Gardner Public Schools

Catherine A. Goguen, Ed.D., *Chief Academic Officer*

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

March 6, 2023

Data Driven Instruction:

As part of implementing the Multi-Tiered System of Supports (MTSS) model throughout the district, we have continue to utilize the Linkit Benchmark assessment tool in the Linkit Data System to administer assessments, progress monitor, and adjust instructional practices to better prepare for spring MCAS assessments. Below, you will see the aggregate results of the “Linkit” benchmark assessments for reading and mathematics.

Linkit benchmark assessments are designed to measure growth in the acquisition and mastery of foundational literacy and mathematic standards. Results measure conceptual understanding, procedural fluency, and capacity, identifying specific skill strengths and deficiencies unique to each grade level. The assessments are also predictive of MCAS success, however, we have found the prediction algorithm, so far, to be on the conservative end with our students performing higher than the predicted success rate.

Linkit Math Benchmark Assessment Data

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data
	Percent of Students Meeting Expected Benchmark							
Actual Results 2022-2023	62%	40%	21%	15%	32%	44%	14%	10%
Actual Results 2021-2022	57%	31%	1%	2%	10%	22%	11%	9%

Linkit ELA Benchmark Assessment Data

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data
	Percent of Students Meeting Expected Benchmark							
Actual Results 2022-2023	47%	14%	19%*	15%*	35%	34%	12%	37%
Actual Results 2021-2022	41%	14%	37%	24%	36%	26%	25%	36%

*Testing in grades 3 & 4 was administered five weeks earlier this winter than it was last winter.

The Linkit Data results indicate the percent of students at each grade level who are meeting expected benchmark achievement for the time of year that the assessment is administered. Math data indicates marked growth at each grade level from the same time period

in 2021-2022. Literacy data reveals progress in grades 1 and 6, however, some variables make it difficult to compare to the same time period as in 2021-2022. For example, testing in grades 3 & 4 this winter was done earlier than last winter as a result of scheduling and technology conflicts.

For both math and reading, the District is currently monitoring the percentage of students who fall into three categories of achievement and need of support. Those categories are:

1. Students performing within expected levels of achievement and needing little to no additional support
2. Students approaching expected levels of achievement (“on the bubble”) and needing some additional support
3. Students performing significantly below expected levels of achievement and needing more frequent and intensive supports/interventions.

Principals, Instructional Coaches, and other staff members are utilizing this information to determine specific areas of challenge for each grade level and each student. Supports, interventions, and groupings are planned during common planning times, and implemented with checks for progress every two weeks.



Gardner Public Schools

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Grants, Communications & Compliance Update to School Committee – March 13, 2023

Grants Awaiting Approval from DESE/DPH

- School Behavioral Health Workforce and Service Expansion Grant

Grants in Process

The district is currently coordinating an After Dark program for students to access electrical and carpentry vocational training at Monty Tech. Part of the process includes the district applying for Perkins Grant Funding to support this initiative. The application will be submitted on Friday, March 10, 2023, with a signed memorandum of understanding between the schools.

Communications/Family Engagement

The districtwide Family Engagement team has developed a team purpose and is working to define concrete actions steps for each building and the district. Each building has disaggregated data from Family, Student and Staff School Climate surveys and will be using these results to define action planning. met in December, receiving professional development on equitable family engagement best practices and how negative stereotype threat impacts interactions with students and families. The group used the time to establish drafted goals and action steps, with a working group set up to finalize these items.

Members of the team, including the district outreach social worker, have worked with the CAC, Heywood and Growing Places to reimagine the Backpack Program as a community-wide effort. Families of Gardner students can opt into a food delivery program with GPS providing the referral, CAC providing shelf-stable food, and Growing Places providing fresh produce and food delivery. See attached flier for more details.

Community • Appreciation • Responsibility • Excellence

Gardner Public Schools

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March 6, 2023

Report to the School Committee Special Education Updates

SPECIAL EDUCATION:

The Department of Elementary and Secondary Education (DESE) will be conducting an onsite visit April 3rd and 4th as the final component to the District's Tiered Focus Monitoring. The site visit will primarily be focused on special education student record reviews. The Special Education office spends additional hours above and beyond regular working hours to prepare and review student records. The District will be informed of which files are selected a few weeks in advance of DESE onsite visit.

Staff interviews and building walkthroughs to specifically look at any building calm down rooms will also take place. Currently DESE has reviewed the District's submission on multiple special education criterion and no concerns have been identified to date. The site visit will be followed with an exit meeting to summarize DESE's preliminary findings.

SEPAC:

The Special Education Parent Advisory Council held a meeting on February 16, 2023. A vote was held on the proposed changes to the By-Laws which were accepted and passed. The changes to the By-Laws include that parents/guardians of students with disabilities attending Gardner Public Schools and placed on either an Individual Education Plans (IEPs) or 504 Plans attending Gardner Public School are able to hold officer positions and have voting rights. The previous By-Laws only specified parents of students placed on IEPs held these rights. In addition, the annual meeting schedule changed from having the expectation to hold monthly meetings to identifying a minimum amount of meetings which allowed the council more flexibility to schedule meetings throughout the year.

The next meeting has been tentatively scheduled for March 23, 2023. The officers are working with the Federation for Children to set up presentations on Bullying and IEP Development. These trainings are free to districts that have a membership. Gardner's special education budget includes this cost in the local budget each year as a support to the SEPAC.

The DESE liaison for our upcoming Tiered Focus Monitoring, Michel McDonald, is planning to attend the SEPAC's next meeting to explain the special education audit process and parent/guardian role.