

Agenda School Committee Meeting 2.12.24

RECEIVED

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, February 12, 2024, 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. **Consent Agenda**
 - a. Approval of Minutes: January 2, 2024
 - b. Approval of Special Meeting, Inaugural Minutes, January 1, 2024
 - c. Approval of Minutes, Joint Convention January 16, 2024
 - d. Accept Grant Funds on Grant listing dated February 12, 2024 in the amount of \$34,000.00
 - e. Warrant # 24-26, dated December 28, 2023, in the amount of \$413,046.17
 - f. Warrant # 24-27, dated January 4, 2024, in the amount of \$462,381.04
 - g. Warrant # 24-28, dated January 11, 2024, in the amount of \$42,497.27
 - h. Warrant # 24-29, dated January 18, 2024, in the amount of \$426,183.52
 - i. Warrant # 24-30, dated January 25, 2024, in the amount of \$117,567.51
 - j. Warrant # 24-31, dated February 1, 2024, in the amount of \$644,316.61
 - k. Donations -
- D. **Subcommittee Report**
Facilities Subcommittee

Agenda School Committee Meeting 2.12.24

Finance Subcommittee
Policy Subcommittee

E. **Student Advisory Board** – Zayvian Rowe-Class

F. **Discussion Items:**

New Business

Item #3578 First Reading of Policies (Information)

HA –Negotiations Goals

HB – Negotiations Legal Status

HF – School Committee Negotiating Agents

IC/ICA – School Year/School Calendar

IGA/IGD – Curriculum Development and Adoption

IHAMA – Parental Notification Relative to Sex Education

IHAMB – Teaching About Alcohol, Tobacco, and Drugs

IHBAA – Observations of Special Education Programs

IHBF – Homebound Instruction

IHBG-E – Notice of Intent to Pursue a Program of Home Education

IHBHE – Remote Learning

Item #3579 Second Reading of Policies (Vote Required)

GCBA – Professional staff Salary Schedules

GCBB – Employment of Principals

GCBB-1 Employment of Administrators

GCBC – Professional Staff Supplementary Pay Plans

GCE – Professional Staff Recruiting/Posting of Vacancies

GCF – Professional Staff Hiring

GCG – Part-Time and Substitute Professional Staff Employment

GCO – Evaluation of Professional Staff

GDB – Exit Interviews/Support Staff Contracts and Compensation Plans

GMLP – Military Leave Provision

The Policy Subcommittee recommends acceptance of the above policies

EEAA- Use of Video Cameras on School Busses (For Removal - Vote Required)

IE – Organization of Instruction (For Removal - Vote Required)

IGE – Curriculum Guides and Course Outlines (For Removal - Vote Required)

The following policies have been found, by the MASC, to be redundant or unnecessary and should be considered for removal from our policy manual

Item #3580 Superintendent’s Progress Report on Formative Goals (Information)

Item #3481 Program of Studies (Information)

Item #3482 School Improvement Plans GMS (Information)

Item #3483 Statement of Interest Form MSBA (GMS Roof) (Vote Required)

Item #3484 GEA Unit A MOU Updated language (Vote Required)

Item #3485 2024-2025 School Choice Acceptance (Vote Required)

Item #3486 2024-2025 School Committee Schedule of Meetings (Vote Required)

Item #3487 2024-2025 Annual School Calendar (Vote Required)

Agenda School Committee Meeting 2.12.24

Item #3488 College & Career Readiness Coordinator **(Information)**

Item #3489 Curriculum Coordinator Update **(Information)**

Item #3490 Director of School Health Services **(Information)**

Item #3491 ELL Coordinator Update **(Information)**

Item #3492 Grants Administrator Update **(Information)**

Item #3493 Special Education Update **(Information)**

Item #3494 SEPAC Update **(Information)**

G. **Communications**

H. **Final Comments of School Committee**

I. **Executive Session**

J. **Adjournment**

GARDNER PUBLIC SCHOOLS

BRIEFING

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Subcommittee recommends ratification of Warrant #24-26.
 - f. Warrant # 24-27, dated January 4, 2024, in the amount of \$462,381.04
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 - g. Warrant # 24-28, dated January 11, 2024, in the amount of \$42,497.27
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 - k. Donations –
- D. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee
- E. **Student Advisory Board-** Zayvian Rowe-Class
- F. **Discussion Items:**
 - New Business**
 - Item #3578 First Reading of Policies (Information)**
 - HA** –Negotiations Goals
 - HB** – Negotiations Legal Status
 - HF** – School Committee Negotiating Agents
 - IC/ICA** – School Year/School Calendar

Briefing
School Committee Meeting 2/12/2024

IGA/IGD – Curriculum Development and Adoption
IHAMA – Parental Notification Relative to Sex Education
IHAMB – Teaching About Alcohol, Tobacco, and Drugs
IHBAA – Observations of Special Education Programs
IHBF – Homebound Instruction
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G. **Communications**

H. **Final Comments of School Committee**

I. **Executive Session**

J. **Adjournment**

Gardner School Committee

City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts

Organizational Meeting – January 2, 2024

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

School Personnel Present: Dr. Mark Pellegrino, Superintendent
Terri Hillman, Recording Secretary

Call to Order

Mayor Michael 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).

Administration of Oath of Office to those not present on January 1, 2024.

Section 22 of the Gardner City Charter requires all newly elected members of the School Committee to be sworn in on the first Monday of January at 10 am. Mrs. Rachel Cormier, who was re-elected to the School Committee in November 2024, was sworn in on that date, but Mr. LaFreniere and Mr. Swartz were unable to be present.

Ms. Titi Siriphan, City Clerk, entered the meeting and administered the Oath of Office to Mr. John LaFreniere and Mr. Robert Swartz. They were re-elected to the School Committee in November 2024.

Open Time for the General Public

No one from the General Public was present.

Introduction of School Committee Members

Mayor Nicholson congratulated the re-elected School members and introduced all the members.

Reorganization of Committee – Officers

Mayor Nicholson stated that nominations for the Officers of the School Committee would be made from the floor. No second is required but members may second the nomination to show support.

- **Vice Chair**

Mr. LaFreniere nominated Mrs. Jennifer Pelavin to serve as Vice Chair of the Gardner School Committee for the ensuing year.

Mayor Nicholson asked three times if there were other nominations for Vice Chair. There were none.

Mr. Swartz moved that nominations for Vice Chair be closed.

Seconded by Mr. LaFreniere.

Vote so voted.

Mayor Nicholson abstained from voting.

As required, a roll call vote was taken on the nomination of Mrs. Pelavin.

- | | |
|-------------------|--------------|
| • Mrs. Cormier | Mrs. Pelavin |
| • Mrs. Hurst | Mrs. Pelavin |
| • Mr. LaFreniere | Mrs. Pelavin |
| • Mrs. Leighton | Mrs. Pelavin |
| • Mrs. Pelavin | Mrs. Pelavin |
| • Mr. Swartz | Mrs. Pelavin |
| • Mayor Nicholson | Mrs. Pelavin |

Count - 7 in favor – Unanimous.

Mrs. Pelavin will serve as Vice Chair.

- **Finance Officer**

Mrs. Pelavin nominated Mr. John LaFreniere to serve as Finance Officer of the Gardner School Committee for the ensuing year.

Mayor Nicholson asked three times if there were other nominations for Finance Officer. There were none.

Mr. Swartz moved that nominations for Finance Officer be closed.

Seconded by Mrs. Pelavin.

Vote so voted.

Mayor Nicholson abstained from voting.

As required, a roll call vote was taken on the nomination of Mr. LaFreniere.

- Mrs. Cormier Mr. LaFreniere
- Mrs. Hurst Mr. LaFreniere
- Mr. LaFreniere Mr. LaFreniere
- Mrs. Leighton Mr. LaFreniere
- Mrs. Pelavin Mr. LaFreniere
- Mr. Swartz Mr. LaFreniere
- Mayor Nicholson Mr. LaFreniere

Count – 7 in favor – Unanimous.

Mr. LaFreniere will serve as Finance Officer.

- Alternate Finance Officers

Mr. LaFreniere nominated Mrs. Jennifer Pelavin and Mr. Robert Swartz to serve as Alternate Finance Officers of the Gardner School Committee for the ensuing year.

Mayor Nicholson asked three times if there were other nominations for Alternate Finance Officers. There were none.

Mr. Swartz moved that nominations for Alternate Finance Officers be closed.

Seconded by Mrs. Pelavin.

Vote – so voted.

Mayor Nicholson abstained from voting.

As required, a roll call vote was taken on the nominations of Mrs. Pelavin and Mr. Swartz.

- Mrs. Cormier Mrs. Pelavin and Mr. Swartz
- Mrs. Hurst Mrs. Pelavin and Mr. Swartz
- Mr. LaFreniere Mrs. Pelavin and Mr. Swartz
- Mrs. Leighton Mrs. Pelavin and Mr. Swartz
- Mrs. Pelavin Mrs. Pelavin and Mr. Swartz
- Mr. Swartz Mrs. Pelavin and Mr. Swartz
- Mayor Nicholson Mrs. Pelavin and Mr. Swartz

Count – 7 in favor – Unanimous.

Mrs. Pelavin and Mr. Swartz will serve as Alternate Finance Officers.

- Secretary

Mrs. Pelavin nominated Mrs. Cormier to serve as Secretary of the Gardner School Committee for the ensuing year.

Mayor Nicholson asked three times if there were other nominations for Secretary. There were none.

Mr. Swartz moved that nominations for Secretary be closed.

Seconded by Mrs. Pelavin.

Vote – so voted.

Mayor Nicholson abstained from voting.

As required, a roll call vote was taken on the nomination of Mrs. Cormier.

- | | |
|-------------------|--------------|
| • Mrs. Cormier | Mrs. Cormier |
| • Mrs. Hurst | Mrs. Cormier |
| • Mr. LaFreniere | Mrs. Cormier |
| • Mrs. Leighton | Mrs. Cormier |
| • Mrs. Pelavin | Mrs. Cormier |
| • Mr. Swartz | Mrs. Cormier |
| • Mayor Nicholson | Mrs. Cormier |

Count – 7 in favor – Unanimous.

Mrs. Cormier will serve as Secretary.

CONSENT AGENDA

Mrs. Pelavin moved that the Gardner Public School Committee vote to approve the Consent Agenda as presented:

- Approval of Minutes of Regular Meeting of December 11, 2023.
- Ratification of the following Warrants as recommended by the Finance Subcommittee:
 - Warrant #24-23 dated 12/07/23 in the amount of \$443,149.93
 - Warrant #24-24 dated 12/14/23 in the amount of \$301,102.76
 - Warrant #24-25 dated 12/21/23 in the amount of \$323,944.34

Seconded by Mrs. Leighton.

Vote – so voted.

Mayor Nicholson, Chairperson, abstained from voting.

SUBCOMMITTEE REPORTS

Policy Subcommittee

Mrs. Hurst, Chairperson, reported that the Policy Subcommittee met on December 13, 2023. Minutes of the meeting were presented.

The following policies from the December full School Committee meeting first read were edited to remove gender specific language and will be sent to the February full Committee meeting for a second read and vote with those changes noted:

GCBC	Professional Staff Supplementary Pay Plans
GCE	Professional Staff Recruiting /Posting of Vacancies
GMLP	Military Leave Provision

The following policies were reviewed and it was determined no changes were required. Therefore, they will be updated as “Reviewed December 2023”:

ID	School Day
IGB	Support Services Programs

Other policies were reviewed and will be presented for removal or a first read at the February full School Committee meeting.

Student Advisory Board

Zayvian Rowe-Cross was not present this evening.

COMMUNICATIONS

Dr. Pellegrino wished everyone a Happy New Year. He is excited as the second half of the school year begins.

FINAL COMMENTS

Mrs. Pelavin thanked the members for voting for her to serve as the School Committee Vice Chair.

Mayor Nicholson said that Mrs. Pelavin will be organizing the Subcommittees. He also spoke about the Inauguration Ceremony on Thursday, January 4, 2024 at City Hall Auditorium.

ADJOURNMENT

Mrs. Pelavin moved to adjourn.

Seconded by Mr. LaFreniere

Mayor Nicholson abstained from voting.

Vote – so voted.

The meeting adjourned at 6:44 pm.

Rachel Cormier
Secretary

T. Hillman
Recording Secretary



2024 CITY INAUGURAL EXERCISES

To be entered upon the *Journals of the City Council of the City of Gardner* in accordance with guidance provided under Section 23 of *THE CHARTER OF THE CITY OF GARDNER*.

In accordance with the provisions of the Charter of the City of Gardner and Section 17 of Chapter 43 of the General Laws, the Mayor-Elect, Councillors at-Large-Elect, Ward Councillors-Elect, and School Committee Members-Elect, assembled in the Rotunda of Gardner City Hall on Monday, January 1, 2024 at 10:00 o'clock in the forenoon, to be sworn to the faithful performance of their duties.

CERTIFICATE OF ELECTION & RESULTS OF VOTES CAST

The CERTIFICATE OF ELECTION and RESULTS OF THE VOTES CAST were declared by City Clerk Titi Siriphan and entered into the journals of the City Council, as follows:

As a result of the votes cast at the City Election held on November 7, 2023, the following persons were declared elected:

MAYOR	Michael Joseph Nicholson
COUNCILLORS AT-LARGE	Elizabeth J. Kazinskas Judy A. Mack George C. Tyros Ronald F. Cormier Craig R. Cormier Carolyn A. Kamuda
WARD COUNCILLORS	David Thibault-Muñoz (Ward 1) Dana M. Heath (Ward 2) Nathan R. Boudreau (Ward 3) Karen G. Hardern (Ward 4) Aleksander Dernalowicz, Esq. (Ward 5)
SCHOOL COMMITTEE MEMBERS	Rachel A. Cormier Robert J. Swartz John M. Lafreniere

City Clerk Titi Siriphan called the Roll of Officials:

PRESENT:

MAYOR	Michael Joseph Nicholson
COUNCILLORS AT-LARGE	Judy A. Mack

2024 CITY INAUGURAL EXERCISES

George C. Tyros
Ronald F. Cormier
Craig R. Cormier
Carolyn A. Kamuda

WARD COUNCILLORS

David Thibault-Muñoz (Ward 1)
Dana M. Heath (Ward 2)
Nathan R. Boudreau (Ward 3)
Karen G. Hardern (Ward 4)
Aleksander Dernalowicz, Esq. (Ward 5)

SCHOOL COMMITTEE
MEMBERS

Rachel A. Cormier

ABSENT:

Elizabeth J. Kazinskas
George C. Tyros

Robert J. Swartz
John M. Lafreniere

OATH OF OFFICE**COMMONWEALTH OF MASSACHUSETTS**

Worcester, ss.

Gardner, Massachusetts

January 1, 2024

I, Titi Siriphan, City Clerk of the City of Gardner, in witness thereof, certify that on the 1st day of January, 2024 at 10:00 o'clock in the forenoon, at a meeting of the Mayor-Elect, Councillors-at-Large-elect, Ward Councilors-elect, and School Committee Members-Elect, I administered the oath required by the City Charter to the following:

SCHOOL COMMITTEE
MEMBERS

Rachel A. Cormier

COUNCILLORS AT-LARGE

Carolyn A. Kamuda
Judy A. Mack
George C. Tyros
Ronald F. Cormier
Craig R. Cormier

WARD COUNCILLORS

David Thibault-Muñoz (Ward 1)
Dana M. Heath (Ward 2)
Nathan R. Boudreau (Ward 3)
Karen G. Hardern (Ward 4)
Aleksander Dernalowicz, Esq. (Ward 5)

2024 CITY INAUGURAL EXERCISES

Who severally solemnly swore that they would faithfully and impartially perform the duties of the office for which they have been elected in the City of Gardner according to the best of their ability and in conformity with law.

In testimony of all of which is required by the City Charter, I make this certificate to be entered on the journals of the meetings of the City Council.

/s/ Titi Siriphan, City Clerk

COMMONWEALTH OF MASSACHUSETTS

Worcester, ss.

Gardner, Massachusetts

January 1, 2024

I, Titi Siriphan, City Clerk of the City of Gardner, hereby certify that on the FIRST DAY of JANUARY, 2024 at TEN o'clock in the forenoon, I administered the oath required by the City Charter to Mayor-elect **Michael J. Nicholson** for the term expiring January 5, 2026.

Michael J. Nicholson solemnly swore that he would bear true faith and allegiance to the Commonwealth of Massachusetts and would support the Constitution thereof, so help him God.

And,

Michael J. Nicholson solemnly swore and affirmed that he would faithfully and impartially discharge and perform all the duties incumbent on him as Mayor, according to the best of his abilities and understanding, agreeably, to the rules and regulations, of the Constitution thereof, and the laws of this Commonwealth, so help him God.

And,

Michael J. Nicholson solemnly swore that he would support the Constitution of the United States, so help him God.

In testimony of all of which is required by the City Charter, I make this certificate to be entered on the journals of the meetings of the City Council.

/s/ Titi Siriphan, City Clerk

Officials were dismissed at 10:15am on January 1, 2024 after the oaths were sworn.

**2024 CITY INAUGURAL EXERCISES**

CEREMONIAL INAUGURATION

On the 4th day of January in the Year Two Thousand and Twenty-Four at 6:30 o'clock in the evening, officials and guests assembled in the Honorable Fred E. Perry, Gardner City Hall, 95 Pleasant Street, to bear witness to the administration of the ceremonial oath of office to the Honorable Michael J. Nicholson, Mayor of the City of Gardner, members of the City Council, and the School Committee.

WELCOME AND PROCESSION:

Mr. Jacob Boucher Cormier, president and CEO of Boucher Funeral Home and member of the Board of Directors of Gardner Square Two, Inc., welcomed guests to the 55th City Inaugural Exercises and announced the entrance of the City Councilors-Elect and School Committee Members- Elect.

“ALL HAIL TO MASSACHUSETTS”

“All Hail to Massachusetts,” the official Anthem of the Commonwealth of Massachusetts, was played as the City Councilors- Elect and School Committee Members- Elect entered the auditorium.

ENTRANCE OF THE MAYOR

Mr. Jacob Cormier announced that as had been done at the City’s first inaugural exercises in 1923, the Mayor would be escorted into the Ceremony by Chief Gregory Lagoy of the Gardner Fire Department and Chief Richard Braks of the Gardner Police Department.

Mr. Cormier then announced the entrance of his Honor, Michael J. Nicholson, 20th Mayor of the City of Gardner

“GOD BLESS AMERICA”

The Mayoral Honors March, consisting of “Four Ruffles and Flourishes” followed by “God Bless America” was played as Mayor- Elect Nicholson entered the Auditorium and took his place on the stage.

WELCOMING REMARKS

Master of Ceremonies, Dr. Stephanie Marchetti, Executive Director of the Montachusett Veterans Outreach Center, opened the Inaugural Exercises by welcoming officials and guests in attendance.

2024 CITY INAUGURAL EXERCISES

“Good evening everyone, as stated my name is Stephanie Marchetti and I am honored to serve as the Master of Ceremonies for the 2024 Inaugural Exercises. Throughout my time working in public and human services in the city of Gardner, nearly 15 years now, first at Mount Wachusett Community College and now at MVOC, I have watched the city grow and change but one thing has remained constant and that is a commitment to the well-being of residents. It has been a privilege to collaborate with your elected officials over the years and I am honored to be inducting each of these individuals in office tonight. Like so many of you, I look forward to seeing what the next term of office brings to Gardner and I am excited to be part of the positive changes that are anticipated.

I would also like to recognize those members of the Gardner School Committee who are with us this evening who were elected to their current four-year term in the previous municipal election and is not being sworn into office this evening – Atty Jennifer Zlotnik Pelavin who serves as the Vice Chair of the School Committee, Anne Hurst, and Shannon Ward-Leighton.

I would also like to acknowledge Councilor-at-large-Elect Calvin Brooks who is with us this evening, who received the 7th highest votes in this last election. The City Council will be taking action to fill the recent vacancy on the Council and appoint Councilor-Elect Brooks according to the process outlined in the City Charter at their regularly scheduled meeting of January 16th.”

PRESENTATION OF THE COLORS

The National and City Colors were presented and posted by the Montachusett Regional Vocational Technical High School Marine Corps Junior ROTC and the Color Guard of the American Legion Post 129, Gardner.

PLEDGE OF ALLEGIANCE

The Boy Scouts of America of Troops 9 and 49 led the Assembly in the “Pledge of Allegiance.”

“THE STAR SPANGLED BANNER”

The Gardner Middle School Select Choir under the Direction of Mr. Gianni Patrizio Davilli, performed “The Star Spangled Banner.”

INVOCATION

The Invocation was offered by the Reverend Pastor David Trolongo of Chair City Church.

2024 CITY INAUGURAL EXERCISES

Good evening. Will you bow your heads to join me in a time of prayer? Heavenly Father, we come before you with thanksgiving for all those who gathered together here this evening to recognize and support those who have chosen to give their lives to serve our city. May your loving hand be upon each and every one of them. To our mayor, our city council, our school committee, to bring them calmness and comfort as they engage and endure the complexity of the challenges that await them and yet at the same time may your spirit Empower them as they together create new opportunities which will form and shape New Beginnings in our great City. God Almighty, we humbly ask that you would go before them to move the hearts and minds of those in our community towards kindness and support of each one of them as they dutifully serve our city. May your Spirit guide them to peace and unity in all they do together in their service of our city father Heavenly Father. We are grateful for your love of everyone in this room and that you have heard our prayer this evening. Amen.

CERTIFICATE OF ELECTION & RESULTS OF VOTES CAST

The CERTIFICATE OF ELECTION and RESULTS OF THE VOTES CAST were declared by City Clerk Titi Siriphan and entered into the journals of the City Council, as follows:

As a result of the votes cast at the City Election held on November 7, 2023, the following persons were declared elected:

MAYOR	Michael Joseph Nicholson
COUNCILLORS AT-LARGE	Elizabeth J. Kazinskas George C. Tyros Judy A. Mack Ronald F. Cormier Craig R. Cormier Carolyn A. Kamuda
WARD COUNCILLORS	David Thibault-Muñoz (Ward 1) Dana M. Heath (Ward 2) Nathan R. Boudreau (Ward 3) Karen G. Hardern (Ward 4) Aleksander Dernalowicz, Esq. (Ward 5)
SCHOOL COMMITTEE MEMBERS	Rachel A. Cormier Robert J. Swartz John M. Lafreniere

City Clerk Titi Siriphan called the Roll of Officials:

PRESENT:



2024 CITY INAUGURAL EXERCISES

MAYOR

Michael Joseph Nicholson

COUNCILLORS AT-LARGE

Elizabeth J. Kazinskas
 George C. Tyros
 Judy A. Mack
 Ronald F. Cormier
 Craig R. Cormier

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 Dana M. Heath (Ward 2)
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 Karen G. Hardern (Ward 4)
 Aleksander Dernalowicz, Esq. (Ward 5)

SCHOOL COMMITTEE
MEMBERS

Rachel A. Cormier
 Robert J. Swartz

ABSENT:

John M. Lafreniere*

*Mr. Lafreniere took his Oath of Office at the Regularly Scheduled School Committee Meeting of January 2nd, 2024

MUSICAL SELECTION

The Greater Gardner Community Choir then performed its rendition of “Joy to the World,” by George Frederick Handel, Arranged by Pink Zebra, under the direction of Mrs. Dianne Cushing

OATHS OF OFFICE

The Honorable Mark Goldstein, First Presiding Justice of the Gardner – Winchendon District Court administered the Oaths of Office to City Councilors and School Committee members.

COMMONWEALTH OF MASSACHUSETTS

Worcester, ss.

Gardner, Massachusetts

January 4, 2024

I, Titi Siriphan, City Clerk of the City of Gardner, in witness thereof, certify that on the 4th day of January, 2024 at six-thirty o'clock in the evening, at a meeting of the Mayor-Elect, Councilors-at-Large-elect, Ward Councilors-elect, and School Committee Members-Elect, The Honorable Mark Goldstein, First Presiding Justice of the Gardner – Winchendon District Court, administered the oath required by the City Charter to the following:

2024 CITY INAUGURAL EXERCISES

SCHOOL COMMITTEE
MEMBERSRachel A. Cormier
Robert J. Swartz

COUNCILLORS AT-LARGE

Elizabeth J. Kazinskas
Judy A. Mack
George C. Tyros
Ronald F. Cormier
Craig R. Cormier

WARD COUNCILLORS

James M. Walsh, Esq. (Ward 1)
Dana M. Heath (Ward 2)
Nathan R. Boudreau (Ward 3)
Karen G. Hardern (Ward 4)
Aleksander Dernalowicz, Esq. (Ward 5)

Who severally solemnly swore that they would faithfully and impartially perform the duties of the office for which they have been elected in the City of Gardner according to the best of their ability and in conformity with law.

In testimony of all of which is required by the City Charter, I make this certificate to be entered on the journals of the meetings of the City Council.

/s/ Titi Siriphan, City Clerk

INAUGURAL ADDRESS OF THE CITY COUCNCIL PRESIDENT

The Honorable Elizabeth J. Kazinskas, City Council President of the City of Gardner, delivered the following Address:

“Thank you, Stephanie, for the introduction, and thank you for your important work at the Montachusett Veterans Outreach Center. We are lucky to have such a valuable resource right here in Downtown Gardner to serve our area’s veterans.

Good evening. On behalf of the Gardner City Council, thank you to all of you for being here – elected officials, family, friends, clergy, community performance groups, and citizens of Gardner.

To my family - Thank you for listening, understanding, cheering me on, taking care of me, and for your support of my passion for all things black and orange, all things Wildcat and all things Gardner...and what that means is

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every gift that they receive from me is the latest black and orange apparel from John's Sport Shop in downtown Gardner, with the expectation that they will wear it as often as possible.

Representative Zlotnik – You have turned countless possibilities into reality for Gardner through your work and advocacy at the State level. Thank you for your friendship and continuing to be a reliable State partner to our City, and for your many years of dedicated service to the Commonwealth.

Vice Chair Pelavin – Congratulations on your re-election as Vice Chair once again, and thank you to you and the Members of the School Committee for your hard work and service to our schools.

Mayor Nicholson – Thank you for working alongside the City Council in our City government – this is how it is supposed to work, and we have proven in Gardner, that it does work. We don't have to agree all the time, but it is ok if we agree some of the time. We don't have to respect each other, but we choose to do so. We can have different roles that serve different purposes in our City government, and still share a common goal. Your strong commitment to transparency is appreciated, and I look forward to all that WE as a City Council, will accomplish TOGETHER with YOU as our city's Mayor, in our respective roles, over the next two years.

Judge Goldstein – Thank you for administering the Oath of Office to the City Council this evening. Also, thank you for recognizing the needs of our community and serving those needs through your work at Gardner District Court.

To the citizens of Gardner – The City Council's role in serving you is important, and your role in electing us to do so is equally as important. Thank you for giving this City Council the opportunity to work for you.

To my fellow City Councillors – I am grateful and humbled by your unanimous vote to re-elect me as City Council President. Your confidence in my ability to serve you and our community in this position holds significant value to me. Thank you all.

To our families - City Council business is a huge commitment. It takes away from time with you, it follows us everywhere we go – to the grocery store, family dinners, on social media. Your support is important to us, and to the community. Thank you for all that you do to keep us afloat.

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City Clerk Titi Siriphan – Thank you for being the backbone of the City Council and always rising to the occasion. You never complain, you always deliver, and you take your job seriously. It is an honor to work with you, and sit next to you at each and every City Council meeting.

During this term, I look forward to the City Council continuing to do great work to give Gardner all that it deserves. We have a lot of work behind us, and a lot of work ahead of us, and I am confident that we will get it done.

David Thibault-Muñoz joins the City Council as Ward 1 Councillor, for his first term. Calvin Brooks will fill the Councillor at Large vacancy, and be sworn in officially during the next regular City Council meeting, to begin his first term. Congratulations, and welcome to you both.

Dana Heath is serving his second term as Ward 2 Councillor. He was the only new City Councillor this past term, stepped up to the plate, and took it on with success.

Ward 5 Councillor Alek Dernalowicz, Councilor at-Large Judy Mack, and Councillor at-Large George Tyros are serving their third term. All three Councillors have served as Chairs of City Council Standing Committees and on multiple committees.

Ward 3 Councillor Paul Tassone has served multiple terms as a City Councillor and Gardner School Committee member.

Ward 4 Councillor Karen Hardern and at-Large Councillor Craig Cormier also bring multiple terms of City Council experience, and have served on many of our Standing Committees.

At-Large Councillor Ronald Cormier is the longest serving City Councillor in the history of the City of Gardner. Ron brings valuable experience and knowledge to the Council. He has more experience in City Government than the rest of us combined. To put things into perspective, I will be 41 years old after this term, and Councillor Cormier's career on the Gardner City Council will be 38 years old after this term.

Our City Council should reflect the citizens of Gardner. Some of us are new, some of us are seasoned, but regardless of our experience, the expectation from

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the people that we represent should be the same of all of us – that the integrity of the Council is incredibly important and taken seriously by its members. I am excited and proud to lead this Council, and confident that we will serve Gardner honorably and responsibly over the next two years. Thank you.

MUSICAL SELECTION

The Greater Gardner Community Choir then performed its rendition of “A Glad New Song,” by Gwyneth Walker, under the direction of Mrs. Dianne Cushing

REMARKS BY REPRESENTATIVE JONATHAN ZLOTNIK

The Honorable Jonathan D. Zlotnik, State Representative for the Second Worcester District, delivered the following remarks:

“Good evening, it’s my pleasure tonight to introduce Mayor Nicholson at the start of his 2nd term in office.

In Mike, those of us on this stage who hold public office, have a genuine partner who comes to the table eager to collaborate, be flexible, and get things done.

I attended a City Council Meeting in November, because there was an item on the agenda that would be coming to the legislature. But while I was there, there were several instances of the Mayor providing information on issues that will come up in the future, or may come up, as well as updates on matters the Council had previously voted on. He’s not required to do that, but that’s the norm he has adhered to for the last 3 years.

Those of us who live in the City benefit from that way of doing business. It means that the Council, School Committee, is better informed, more in advance so when an issue does come up, and needs to be voted on. They have been there every step along the way.

You can point to many positive developments over the last 3 years, but if I can highlight one thing. It is Mike’s willingness to work with others. To put in that effort to take in other opinions, that really produces results, especially in the long term.

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That vote that brought me to the Council meeting a couple of months ago, was the latest step in amending the City's Charter. Something Mike spearheaded this last term. It was something that has been on the back burner for a while, failed at least a couple times before. But over the course of more than a year, many conversations, and more than a few compromises, it passed the Council, passed on the ballot, and is now HD4729 awaiting approval from the Legislature.

Now it is my honor to introduce to you all my former colleague and current friend, Jen Flanagan who will administer the oath of office to Mayor Nicholson. Following the Oath of Office, Mayor Nicholson will deliver his Inaugural Address."

REMARKS BY FORMER STATE SENATOR JENNIFER L. FLANAGAN-LONG

The Honorable Jennifer L. Flanagan-Long, Former State Senator for the Worcester-Middlesex District, then delivered the following remarks:

Good Evening. It is a pleasure, an honor, and a privilege to be standing here and to be asked by Mayor Nicholson to deliver to administer the oath of office to him, while I also get the non-distinguished honor of trying to get every elected official in this room and get their names right. I'm no stranger to Gardner. For almost 9 years, I was fortunate to be the state senator from this city and the one thing that I can tell you is that the themes that are going through the speeches tonight are working together, mutual respect, common denominator, and really a common purpose. As the City Council President said, everyone has their individual roles but at the same time there's a common goal to move Gardener forward. When I was the state senator in the district included Leominster and Fitchburg, we used to call ourselves the Tri Cities and we prided ourselves in the fact that we were North County, we were the north county part of Worcester County and when you called one of us you called eight of us because geographically, we all knew that we had the same struggles. We all understood that one of the most important issues to us was the train and getting people back and forth to Boston. Making sure we had enough services for substance use disorder, making sure people had health care as close possible as they can to their homes and not having to travel near and far, and at the same time, we all took that lonely ride down Route two to go to Boston to fight for the people of Gardner, and tonight you have before you school committee members, City councilors, State officials and a mayor, who if I'm being completely transparent was my intern, all working together to

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benefit the community of Gardner. If you look around this room, you see how full it is of people, there's older people, and children, and families, and adults, and business people, and healthcare workers, all coming together to celebrate the mayor and also getting out before the snow storm comes on Sunday. So with that, I have the honor of introducing many of my former colleagues, many of whom I still consider friends, that are standing here in the audience tonight we have:

- Auditor Diana Dizoglio
- Senator Peter Durant
- Former Senator and Director of Rural Affairs Ann Gobi
- Former State Representative Hank Naughton
- Worcester County Registrar of Deeds Kate Toomey
- Worcester County District Attorney and my favorite DA Joe Early
- Worcester County Sheriff Lou Evangelidis
- Mayor Christian Dumais of Marlborough
- Former Mayors of Gardner Alan Agneli and Dan Kelley
- Randolph City Councilor Ryan Egan
- Former Braintree City Councilor Michael Owens
- Chair of the Lancaster Selectboard and Chair of the Massachusetts Democratic Party Steve Kerrigan
- Rutland Selectman Paul Matson
- Templeton Selectman Matt Revard
- Milbury School Committee Member Nick Lazzaro
- Rutland Town Administrator Austin Cyganiewicz
- Mount Wachusett Community College president Dr James Vander Hooven
- We have MART President and CEO Bruno Fischer and
- We have the Heywood Healthcare President and CEO Rozanna Penney

Thank you all for coming here tonight and celebrating our elected officials here in Gardner.

Would Mayor Nicholson and Jackie Nicholson please join me at the podium to take the oath of office?

OATHS OF OFFICE

The Honorable Jennifer L. Flanagan-Long, Former State Senator for the Worcester-Middlesex District, administered the Oaths of Office to Mayor-Elect Michael J. Nicholson.

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COMMONWEALTH OF MASSACHUSETTS

Worcester, ss.

Gardner, Massachusetts

January 4, 2024

I, Titi Siriphan, City Clerk of the City of Gardner, hereby certify that on the FIRST DAY of JANUARY, 2024 at six-thirty o'clock in the evening, Honorable Jennifer L. Flanagan-Long, Former State Senator for the Worcester-Middlesex District, administered the ceremonial oath to Mayor Michael J. Nicholson for the term expiring January 5, 2026.

Then,

Michael J. Nicholson, who solemnly swore that he would bear true faith and allegiance to the Commonwealth of Massachusetts and would support the Constitution thereof, so help him God.

And,

Michael J. Nicholson, who solemnly swore and affirmed that he would faithfully and impartially discharge and perform all the duties incumbent on him as Mayor, according to the best of his abilities and understanding, agreeably, to the rules and regulations, of the Constitution thereof, and the laws of this Commonwealth, so help him God.

And,

Michael J. Nicholson, who solemnly swore that he would support the Constitution of the United States, so help him God.

In testimony of all of which is required by the City Charter, I make this certificate to be entered on the journals of the City Council.

/s/ Titi Siriphan, City Clerk

INAUGURAL ADDRESS

The Honorable Michael J. Nicholson, Mayor of the City of Gardner, delivered the following Inaugural Address:

Good Evening,

President Kazinskas and the Members of the City Council, Vice Chair Pelavin and the members of the School Committee, Judge Goldstein, reverend clergy, elected officials, family, friends, relatives, fellow Gardnerites, and those visiting, including those who wished they could be here but were not able to for whatever reason and are watching this later on.

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To all of you - Thank you for joining us this evening.

Mom, Dad, and Jackie, all of my family, friends, and loved ones; I cannot thank you enough for always having my back. The gratitude I have for the love and support you have shown me is something I'll never be able to express in words alone.

A mi familia nicaragüense, cada oportunidad que he tenido durante mi vida ha sido por las oportunidades que se sacrificaron ustedes para que la generación menor de la familia tuviera una vida mejor. Es por sus sacrificios que puedo estar aquí hoy, como el primer alcalde electo latino de esta ciudad.

A ustedes que son nuevos residentes de nuestra ciudad, y en algunos casos, de este país, es mi honor y privilegio oficialmente decirles a todos BIENVENIDOS. Es mi esperanza que podamos construirles una comunidad que quieran llamar su hogar, donde puedan vivir, trabajar, y encontrar nuevas oportunidades. Mi familia encontró su sueño americano en Gardner cuando mi madre y su familia dejaron su hogar devastado por la Guerra y buscaron una vida mejor, y esa es mi esperanza para ustedes.

Previous section translated:

To my Nicaraguan Family- every opportunity that I have had in my live has been because of the opportunities that you sacrificed so that the younger generation of our family could have a better life. It is because of these sacrifices that I can stand here today, as the first Latin-American Mayor and Elected official of this City.

To those of you here who are new residents of our City - and in some cases, this country - It is my absolute honor and privilege to officially say to you all as the Mayor of this City – welcome. It is my hope that we can build you a community that is welcoming and that you can look forward to calling your home- where you can live, work, and find new opportunities. My family found their American Dream in Gardner when my mother and her family left their war torn home and sought a better life, and that is my hope for you.

Judge Goldstein - Thank you for being here with us this evening. Having a local Gardnerite serve as the first presiding justice of our local court has been a benefit to this City. You truly know Gardner and its people and your work on the bench has helped people get back on their feet when they need it the most. In particular, I would like to thank you for the vital role you played in bringing a Veterans Treatment Specialty Court to the

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Gardner/Winchendon District Court - the only one to exist in Worcester County - to help bring new forms of treatment and rehabilitation efforts to our veterans in particular those dealing with issues of substance abuse and addiction.

Representative Zlotnik and Senator Flanagan – Thank you for joining us this evening. I learned a lot when I interned for you both before when I was a college student, and I truly appreciate your continued friendship, guidance, advice, and partnership since then to now.

Father Thiago and Pastor Dave- Thank you for your prayers tonight, and for the guidance you provide to residents of our City through your work at your respective churches.

Dr. Marchetti- Thank you for the work you do every day for the veterans in the Montachusett Region and the advancements you made in improving access to veterans housing in the area.

Lastly, scattered throughout the hall this evening are our city department heads, employees, and first responders. Please join me in a round of applause for these individuals who work tirelessly every day to provide top quality services to all of our residents.

I would be remiss if I did not thank in a special way, Rachel Roberts from my office, and back here joining us this evening, Colin Smith, who recently left for a new position elsewhere. Thank you both for all you helped me with this past year, and to all of my former interns who have joined us here this evening as well. I truly appreciate you all.

When I gave this address at the beginning of the last term, we were on the doorstep of celebrating our 100th anniversary as a City. We talked about goals of economic growth and revitalization of the downtown. Ideas of increasing our outreach efforts were just starting to transition into discussions.

Plans were being put in place to provide our public safety officials with the tools they need to do their jobs in the most efficient and effective ways possible. Concerns were being raised about the demand for housing we were seeing in Gardner. And the questions that were being asked as we approached our last inauguration ceremony were “how do we meet these challenges?”, “Are we doing everything we can to be proactive not only to address the situations at hand, but also to plan for the future so we don’t end up back where we started in just a few years?”, and most importantly, “are we doing everything we can to seize every opportunity available to us and to the people who put us into office?”

Standing here now and reflecting on these times- Gardner’s been pretty busy, and our efforts are bearing fruit.

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We've continued to make strides in upholding our fiduciary responsibility to our residents. For the third year in a row, we have received a perfect audit report from the external auditors who review the City's financial statements on an annual basis. Additionally, our stabilization account is the highest it has been in decades and our new growth revenue continues to come in well over budget, showing our strong financial promise for the future.

Because of this strong financial standing, we have been able to invest more in our programs, initiatives, and infrastructure - and the return we have already begun to see on that investment is unprecedented.

In our public safety departments, we purchased new equipment, re-vamped programming, and created new positions to ensure our first responders have the tools and resources they need to do their jobs in the most effective manner and keep the public safe.

This includes purchasing a new ambulance, fire engine, heavy rescue and ladder truck for the fire department - all of which are currently being constructed.

For our police department, we purchased a new drone with infrared, spotlight, and speaker technology, portable radios, sidearms, and eight new cruisers- half of which are hybrid.

Aside from these capital investments, we also invested in our programming to help increase our outreach opportunities in these departments. We reinstated the Domestic Violence Advocate position in the Gardner Police Department, that had originally be cut in 2010, as well as launched our two K9 programs with Rocky, our patrol dog for the Police Department, and Sully, our Fire Department Comfort Dog to help assist in the operations of both of these departments.

We continued these investments in our recreation and infrastructure. In doing so, we have not only set an example to others by showing them that we are willing to invest in ourselves, but we have also planned for our future with a growing population.

Gardner now has new pickleball courts and our first playground graded for ages 5 and under at Bailey Brook Park, the new park and walking path at the old Park Street National Grid Substation location, and our new fitness court, done in partnership with Blue Cross Blue Shield, located at Gardner High School next to our newly refurbished tennis courts.

Additionally we have paved 20 miles of roads (almost a quarter of our entire city) in just the last three years, installed new sidewalks, lighting structures and crossing ramps throughout the downtown area and at Monument Park, and new runway replacement and building upgrade projects at the Gardner Municipal Airport.

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Our School System has seen significant achievements in recent years. Since 2019, just 5 years go, the number of students enrolled in Gardner Public Schools has increased by almost 400 students. At the same time, the number of students choosing to school choice out of Gardner to another district has declined by over 50%.

We have made significant efforts to bring our schools' curriculum into a full 21st Century learning environment - particularly in our early college program and through our new innovative pathway courses. Currently, approximately 30% of our juniors and seniors at Gardner High School are taking advantage of our immersive Early College Program with Mount Wachusett Community College and our newly added partner, Fitchburg State University. As a result, this last spring, over 50 students graduated with a high school diploma and a college associates degree at the same time.

Additionally, we have invested in new equipment for our innovative pathway classes, traditional school version of trade classes that we offer in manufacturing, automotive, robotics, woodworking, business and finance, healthcare, information technology, and engineering all of which now have state of the art equipment to work with, making our students' transition to college or employment easier, by giving them hands on learning while still in our classrooms.

And the most significant achievement we had in our educational efforts was the opening of our new Elementary School, where our students in preschool through fourth grade can have a modern learning environment that meets their needs and helps them best prepare for their futures.

Some of the most visible accomplishments we have seen over the last few years have been in our economic development endeavors. In the last two years, over 50 businesses have either newly opened or expanded their services in Gardner and almost 20 buildings in the downtown area alone have changed ownership and are under renovation. This has opened up an unprecedented amount of opportunity for Gardner.

We also made a concerted effort to hold ourselves to the same standard we hold the private sector to and make sure that we as a City do not become our next absentee landlord. We reviewed the properties owned by the City that were underutilized, put them on the market, and got them back onto the tax rolls - not only bringing in new revenue as a result, but also helping ensure that these properties can be used to their fullest potential through private sector investments.

However, the economic goals that we have met only bear true fruit if people can access them- which we have accomplished through the advancements we made in our transportation efforts.

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One of the biggest complaints we used to receive at City Hall was the fact that Gardner no longer had a taxi cab service and getting around the City was difficult for many people. For some, getting to doctor's appointments, grocery shopping, visiting loved ones, and many other instances, were almost impossible. To help meet this need, Council President Kazinskas and I put forward ordinance legislation that was unanimously approved by the City Council that made it easier for people looking to open and operate rideshare services in the City. Then, working with Woods Ambulance, we launched the first phase of Woods Plus - "SwiftRide." This new, locally owned ride-share service now allows our residents to get anywhere around the City at an affordable rate to fill the gap in transportation that we saw before.

We have also begun the process with MART to update and re-route our fixed bus routes around Gardner that haven't been reviewed since the 1980s. This allows us to truly capture the growth that we are seeing in our population and plan for it the most efficient and effective way possible.

This all started when Councilor Dernalowicz first approached us to inquire about adding additional bus stops in South Gardner particularly at the former Prospect Street School location. As a result, not only has this stop been added but other stops received new signage and shelter structures. For the last two years, have been in constant conversations with MART about improving services in Gardner. As the Mayor of this city and the Chair of the MART Advisory Board, I'd like to thank MART's Administration for the new energy they've placed into improving access to public transportation in Gardner, most recently with the new fare free initiative that was launched for all fixed routes in the MART district earlier this week for the next six-months.

Lastly, we made sure to break away from the "that's how we've always done it," mentality and see if there were any updates that could be made to improve our operations.

This is why Councilor George Tyros and I were able to put forward legislation to revamp our vacant, abandoned, blighted, and nuisance ordinance to give our City personnel in the health and building departments the tools they need to prevent properties from becoming problems and incentivize property owners to keep their buildings up to a standard of care.

Most notably in this review and update process, after an almost eight year process, the proposed amendments to the City Charter are on their way to Boston for consideration by the State Legislature, to make sure Gardner has a 21st Century Government that meets the needs of a modern, growing community.

We certainly have accomplished a lot in the last term, and we have set the stage for us to continue with that momentum as we move Gardner forward.

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Our economic development efforts continue to move forward with new advances set to take place in the next few months. Work in the downtown area is continuing to move forward with renovations being completed to the facades of several buildings, interior renovations and build outs expected to begin, and over 225 housing units expected to be constructed in the downtown alone.

New businesses - like Aldi, Chipotle, Five Below, and others, like Jersey Mike's, announced today for the Timpany Crossroads Plaza – are set to open their doors in Gardner in 2024.

Construction projects will soon be starting on Rear Main Street, Rome Square, the Greenwood Pool, Maki Park, the Uptown Rotary, Ovila Case Playground, the North Central Pathway Bike Trail, and more.

Perhaps the most significant construction project we have ongoing for the new year is our continued work renovating the former Waterford Street School location to house our new non-profit community center. This project will surely bring new opportunities to the area by bringing all of these services under one roof and allowing them to expand their collaboration with each other.

Growing Places, a local non-profit focused around access to healthy and affordable food, has already received their zoning approvals, is just about ready to move in and begin operations, and has also begun working with a newly formed group of farmers on ways to promote local agriculture and create new farmers market opportunities at the site.

Over and over again, we have seen that when we as a City invest in ourselves - our infrastructure, economy, facilities, residents - the return we receive on that investment exceeds our expectations. Tens of millions of dollars of private sector investment have poured into Gardner in the last two years, because we were willing to hold ourselves to a high standard and set that example for others. If we want to continue the successes that we have seen - we still have work to do.

One of these investments we know we need to look at is the Gardner Fire Headquarters Building. The roof of the fire station is original to the building's 1978 construction and currently is experiencing large issues with leaks. These issues need to be addressed in order to make sure we are providing our employees with an adequate, livable, workspace that meets the needs of a modern fire department.

We have also begun to study the feasibility of new investments in our parking and solar canopy infrastructure to better help plan for the future in Gardner- in particular in the downtown and at our public buildings.

Aside from these goals, we also need to review our processes, procedures, City Code, and other documents to see if our operations are working or if we are getting in our own way of

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progress. We cannot just sit and hope that the way we have always done things is meeting the current issues that arise in the here and now, or may arise in the future.

To begin this review, earlier this week, I directed our City Department Heads and the Chairs of all of our Boards and Commissions to review our City Ordinance Code - both general and zoning - and to submit any changes that could be made to improve the way we operate in the City. These changes will first be reviewed by my administration with a final version submitted to the City Council as a comprehensive package for consideration later this year.

The work that we've done and the successes that we've achieved is entirely thanks to the amount of collaboration and cooperation that our officials at all levels of government have had. I would like to thank the members of my administration, our department heads and employees, the members of our City Council, School Committee, our state and federal legislative delegation, and all our partners in government for constantly coming together to build a community that the people we represent can truly be proud to call their home.

This is how the government should work. Far too often, people view political office as a theater for character assassinations, false claims in social media posts, and deliberate misrepresentations for political gain and click bait. However, we have not let that get to us here. Even in the face of what goes on elsewhere, here in Gardner, when a problem arises, we come together, find a solution, and just do what needs to be done.

As we move into this new year, and the next century in our City's history, I look forward to us continuing to work together for what our City needs and setting the example for others to follow. It is my true and firm belief, that continuing with that momentum and guided by God's grace we'll be able to accomplish things beyond what we dreamed of and build a better city for it.

God Bless you all, and God Bless this Great City.

Thank you.

MUSICAL SELECTION

Surround Sound then performed their rendition of Frank Sinatra's, "America The Beautiful-Overlay."

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BENEDICTION

Please bow your heads and pray for God's blessing. Let us remember we are in the presence of God.

Almighty God, we come before you first to praise your name and thank you for the opportunity of being here tonight witnessing this beautiful moment in the history of the city of Gardner. We thank you that we are free and able to choose the people who lead our community. Thank you. Thank you for your servant, our Mayor Michael Nicholson, who was elected to guide and govern the City of Gardner. We ask you Lord to continue to bless him, to bless all the members of the City Council, and the School Committee who make a commitment this evening to serve this community. Bless and protect our city as we enter in this new beginning. May we prosper, being proud of living here. We ask all those things in Jesus' name. Amen.

The Benediction was offered by the Reverend Father Thiago Rodrigues Ibiapina, Associate Pastor of Annunciation Parish.

RECESSION OF OFFICIALS

Officials recessed from the stage accompanied by a Musical Selection of "Trumpet Voluntary."

Accepted by the City Council: _____

A True Copy, Attest:

Titi Siriphan, City Clerk

JOINT CONVENTION OF JANUARY 16, 2024

Tuesday evening, January 16, 2024. The Joint Convention of the City Council and School Committee, held in the City Council Chamber, was called to order by Council President Elizabeth Kazinskas at 6:025 o'clock p.m. for the purpose of appointing a Representative to the Montachusett Regional Vocational Technical School District Committee.

City Clerk Titi Siriphan called the Roll of Convention. Present were:

Members of the City Council (9)

Elizabeth J. Kazinskas, President
Craig R. Cormier
Ronald F. Cormier
Aleksander Dernalowicz
Karen G. Hardern
Dana M. Heath
Paul Tassone
David Thibault-Muñoz
George C. Tyros

Members of the School Committee (6)

Rachel Cormier
Anne F. Hurst
John M. LaFreniere
Jennifer Z. Pelavin
Robert J. Swartz
Shannon Ward-Leighton

Councillor Judy A. Mack was absent.

President Elizabeth Kazinskas announced that Mayor Nicholson would be recusing from the proceedings of this Joint Convention due to a conflict of interest. President Elizabeth Kazinskas will be serving as chair of the evening's proceedings.

Council President Elizabeth Kazinskas called for nominations from the floor.

School Committee Member John LaFrenier nominated Calvin D. Brooks. Councillor Paul Tassone seconded the nomination.

School Committee Member Shannon Ward-Leighton nominated Alexander Commodore.

On a motion by Councillor Paul Tassone and seconded by School Committee Member Robert Swartz, it was voted viva voce to close nominations.

The City Clerk called the roll.

JOINT CONVENTION OF JANUARY 16, 2024

On Call of the Roll:

Councillor Craig R. Cormier voting for Alexander Commodore
Councillor Ronald F. Cormier voting for Calvin D. Brooks
Councillor Aleksander Dernalowicz voting for Calvin D. Brooks
Councillor Karen G. Hardern voting for Calvin D. Brooks
Councillor Dana M. Heath voting for Calvin D. Brooks
Councillor Elizabeth J. Kazinskas voting for Calvin D. Brooks
Councillor Paul Tassone voting for Calvin D. Brooks
Councillor David Thibault-Muñoz voting for Calvin D. Brooks
Councillor George C. Tyros voting for Calvin D. Brooks
Rachel Cormier voting for Calvin D. Brooks
Anne F. Hurst voting for Calvin D. Brooks
John LaFreniere voting for Calvin D. Brooks
Jennifer Z. Pelavin voting for Calvin D. Brooks
Robert J. Swartz voting for Calvin D. Brooks
Shannon Ward-Leighton voting for Alexander Commodore

Having received fourteen (12) votes, Calvin D. Brooks was appointed Representative to the MONTACHUSETT REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT COMMITTEE for term expiring January 16, 2028.

On a motion by Jennifer Z. Pelavin and seconded by Councillor Ronald Cormier, it was voted viva voce to adjourn at 6:34 p.m.

Accepted by the City Council:

City of Gardner Massachusetts



Certificate of Appointment

At at a Joint Convention of the City Council and School Committee
held on the 16th day of January 2024

Calvin D. Brooks

was appointed

**Gardner Representative
To the Montachusett Regional Vocational
Technical School District Committee**

for the term expiring the 16th day of January in the Year Two Thousand Twenty-eight. Said action taken in accordance with the provisions of Section I(A) of the Montachusett Regional Vocational Technical School District Agreement.

Further, in accordance with the provisions of Section 107 of Chapter 41 of the General Laws of Massachusetts, **Calvin D. Brooks** was administered the Oath of Office for the faithful performance of duties on the 16th day of January in the Year Two Thousand Twenty Four.

A true copy, Attest:

Received Calvin D. Brooks

**Titi Siriphan
City Clerk**

Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*



www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

Grant Funding for Approval – February 12, 2024

Grant Title	Amount	Grant Period	Use of Funds
FC344 Homeless Emergency Support Grant	\$28,000	1/25/2024-6/30/2024	Assistance in meeting the basic needs of homeless families in newly designated shelters in our community
FC205 ESL Certification Support Grant	\$6,000	1/25/2024-6/30/2024	Support staff member effort to become licensed ESL Teachers

Community • Appreciation • Responsibility • Excellence

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-26

WARRANT DATE 12/28/23

Location	Office & Gen Supplies	Curriculum	MTSS/PBIS	IT	Student Act	Utilities	Facilities	TOTAL
High School	\$1,219.75	\$166.94			\$2,250.00	\$7,516.37	\$4,138.08	\$15,291.14
Middle School	\$71.99	\$159.08				\$5,557.38	\$1,860.00	\$7,648.45
Gardner Elementary School	\$1,126.76					\$8,569.03	\$103.00	\$9,798.79
GALT			\$507.50					\$507.50
Sub-Total	\$2,418.50	\$326.02	\$0.00	\$0.00	\$2,250.00	#####	\$6,101.08	\$33,245.88

Location	Office Supplies	Transport.	IT	Prof. Develop	Legal	Tuition	Prof. Services	Utilities	Facilities	Carry Over	TOTAL
Special Education		\$61,610.00				\$3,679.57	\$184,460.28				\$249,749.85
Administration	\$16.96		\$626.08	\$400.00				\$644.00	\$7,816.94	\$1,854.00	\$11,357.98
Sub-Total	\$16.96	\$61,610.00	\$626.08	\$400.00	\$0.00	\$3,679.57	\$184,460.28	\$644.00	\$7,816.94	\$1,854.00	\$261,107.83

Revolving	\$28,366.82
Grants	\$48,680.25
School Music	
Bond	\$41,645.39
Sub-Total	\$118,692.46

GRAND TOTAL	\$413,046.17
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-27

WARRANT DATE 01/04/24

Location	Office & Gen Supplies	Curriculum	Assessment	IT	Student Act	Utilities	Facilities	TOTAL
High School	\$256.97	\$2,523.73	\$4,442.88				\$2,647.29	\$9,870.87
Middle School							\$2,237.48	\$2,237.48
Gardner Elementary School	\$81.28						\$3,949.17	\$4,030.45
GALT								\$0.00
Sub-Total	\$338.25	\$2,523.73	\$4,442.88	\$0.00	\$0.00	\$0.00	\$8,833.94	\$16,138.80

Location	Office Supplies	Transport.	IT	Prof. Develop	Legal	Tuition	Prof. Services	Utilities	Facilities	Carry Over	TOTAL
Special Education		\$69,280.00				#####	\$6,366.90				\$136,174.73
Administration	\$177.41		\$4,605.27	\$2,254.47	\$3,600.00				\$1,500.77		\$12,137.92
Sub-Total	\$177.41	\$69,280.00	\$4,605.27	\$2,254.47	\$3,600.00	#####	\$6,366.90	\$0.00	\$1,500.77	\$0.00	\$148,312.65

Revolving	\$156,894.00
Grants	\$34,294.88
School Music	
Bond	\$106,740.71
Sub-Total	\$297,929.59

GRAND TOTAL	\$462,381.04
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-28

WARRANT DATE 01/11/24

Location	Office & Gen Supplies	Curriculum	Assessment	IT	Athletics	Utilities	Facilities	TOTAL
High School	\$156.13	\$230.99			\$216.00	\$2,236.78	\$2,363.25	\$5,203.15
Middle School	\$1,860.20	\$206.50					\$1,054.70	\$3,121.40
Gardner Elementary School								\$0.00
GALT								\$0.00
Sub-Total	\$2,016.33	\$437.49	\$0.00	\$0.00	\$216.00	\$2,236.78	\$3,417.95	\$8,324.55

Location	Office Supplies	Transport.	IT	Prof. Develop	Legal	Tuition	Prof. Services	Utilities	Facilities	Carry Over	TOTAL
Special Education							\$6,124.45				\$6,124.45
Administration			\$12,294.49								\$12,294.49
Sub-Total	\$0.00	\$0.00	\$12,294.49	\$0.00	\$0.00	\$0.00	\$6,124.45	\$0.00	\$0.00	\$0.00	\$18,418.94

Revolving	
Grants	\$15,753.78
School Music	
Bond	
Sub-Total	\$15,753.78

GRAND TOTAL	\$42,497.27
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-29

WARRANT DATE 01/18/24

Location	Office & Gen Supplies	Curriculum	Assessment	IT	Athletics	Utilities	Facilities	TOTAL
High School				\$3,080.64	\$6,114.15	#####	\$35,765.18	\$58,976.74
Middle School				\$1,668.05		\$9,051.62	\$22,661.32	\$33,380.99
Gardner Elementary School	\$1,116.49			\$3,097.34		\$8,055.01	\$41,620.33	\$53,889.17
GALT								\$0.00
Sub-Total	\$1,116.49	\$0.00	\$0.00	\$7,846.03	\$6,114.15	#####	\$100,046.83	\$146,246.90

Location	Office Supplies	Transport.	IT	Dues & Mem.	Legal	Tuition	Prof. Services	Utilities	Facilities	Nurse	TOTAL
Special Education		\$2,560.00	\$810.90			#####	\$1,798.50				\$31,027.96
Administration	\$5.00		\$2,717.85	\$629.00	\$975.10			\$10,301.65	\$6,593.94	\$2,295.00	\$23,517.54
Sub-Total	\$5.00	\$2,560.00	\$3,528.75	\$629.00	\$975.10	#####	\$1,798.50	\$10,301.65	\$6,593.94	\$2,295.00	\$54,545.50

Revolving	\$3,253.22
Grants	\$222,137.90
School Music	
Bond	
Sub-Total	\$225,391.12

GRAND TOTAL	\$426,183.52
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-30

WARRANT DATE 01/25/24

Location	Office & Gen Supplies	Curriculum	Assessment	IT	Athletics	Utilities	Facilities	TOTAL
High School		\$1,940.18				\$150.65	\$1,781.30	\$3,872.13
Middle School	\$110.00	\$252.60					\$836.59	\$1,199.19
Gardner Elementary School							\$1,523.21	\$1,523.21
GALT								\$0.00
Sub-Total	\$110.00	\$2,192.78	\$0.00	\$0.00	\$0.00	\$150.65	\$4,141.10	\$6,594.53

Location	Office Supplies	Transport.	IT	Dues & Mem.	Legal	Tuition	Prof. Services	Utilities	Facilities	Carry Over	TOTAL
Special Education		\$759.47	\$300.00			\$3,802.22	\$5,774.75				\$10,636.44
Administration	\$146.37		\$30,774.91		\$8,300.00				\$1,844.13	\$764.98	\$41,830.39
Sub-Total	\$146.37	\$759.47	\$31,074.91	\$0.00	\$8,300.00	\$3,802.22	\$5,774.75	\$0.00	\$1,844.13	\$764.98	\$52,466.83

Revolving	
Grants	\$55,230.23
School Music	\$41.00
Bond	\$3,234.92
Sub-Total	\$58,506.15

GRAND TOTAL	\$117,567.51
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-31

WARRANT DATE 02/01/24

Location	Office & Gen Supplies	Curriculum	Student Act.	Nurse	Athletics	Utilities	Facilities	TOTAL
High School			\$700.00		\$5,687.00	\$388.98		\$6,775.98
Middle School				\$488.11	\$974.75		\$8.99	\$1,471.85
Gardner Elementary School		\$888.57					\$2,807.80	\$3,696.37
GALT								\$0.00
Sub-Total	\$0.00	\$888.57	\$700.00	\$488.11	\$6,661.75	\$388.98	\$2,816.79	\$11,944.20

Location	Office Supplies	Transport.	IT	Dues & Mem.	Legal	Tuition	Prof. Services	Utilities	Facilities	Carry Over	TOTAL
Special Education		#####			\$5,664.00	#####	\$4,649.47				\$309,978.36
Administration			\$13,382.47						\$171.74		\$13,554.21
Sub-Total	\$0.00	#####	\$13,382.47	\$0.00	\$5,664.00	#####	\$4,649.47	\$0.00	\$171.74	\$0.00	\$323,532.57

Revolving	\$161,783.57
Grants	\$100,747.27
School Music	
Bond	\$46,309.00
Sub-Total	\$308,839.84

GRAND TOTAL	\$644,316.61
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GARDNER PUBLIC SCHOOLS

Facilities Sub-Committee Meeting Minutes

Wednesday January 24, 2025

Central Office, Elm Street, Gardner, MA 01440

PRESENT: Robert J. Swartz, Chairperson, Jennifer Pelavin, John LaFreniere

OTHERS PRESENT: Mark Hawke, Director of Operations & Finance, Wayne Anderson, Director of Facilities

REGRETS: Mark Pelegrino, Superintendent

1. Call to order at 5:20 PM
2. Approval of minutes of the Facilities Sub-Committee, Thursday, November 2, 2023, Motion made by John LaFreniere, Seconded by Jennifer Pelavin, motion passed.
3. Mr. Anderson provided the committee with a report on the numbers and types of maintenance projects his team are working on.
 - High School – 139
 - Middle school – 107
 - Elementary School – 130
 - Elm Street School – 68

Of the numbers of projects listed they are broken out as follows:

Carpentry – 49	Custodial – 8	Doors/Locksmith - 47
Electrical – 58	Events – 8	Glass/Windows/Screens – 10
Grounds – 9	HVAC – 83	Other- 93
Painting – 2	Plumbing – 72	Technology – 5

4. The chair has requested Mr. Anderson to provide actual copies of projects from the maintenance program he uses. Reports requested past, current, and future months.

5. Motion to adjourn made by Jennifer Pelavin, Seconded by John LaFreniere ,
motion passed adjourned at 5: 37 PM.

Robert J. Swartz, Chairperson

GARDNER PUBLIC SCHOOLS

Elm Street School
160 Elm Street, Gardner, MA 01440
Finance Sub-Committee Meeting
Wednesday, January 24, 2024 at 5:00pm

Minutes

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

Members Absent:

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

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 December 7, 2023 Finance Subcommittee meeting. So voted.

Expense Report Review:

The Committee reviewed the Expense Report. General questions were asked and answered about various line items. It was noted that transfers of encumbrances were ongoing for many of the salary lines. This occurs when people are hired, leave or take another position within the district.

The committee requested the number of students in various out of district placements as that number was on the rise. It was noted that the Out of District number in the FY 25 budget was trending a lot higher than this year.

Projects Update:

The GHS HVAC project is out to bid with an anticipated opening on Monday, January 29, 2024.

Gifts & Donations:

None

New Business:

None

The meeting adjourned at 5:10 p.m.

GARDNER PUBLIC SCHOOLS

Policy
Subcommittee
Meeting Minutes
Wednesday, January 17, 2024
4:30 PM
Professional Development Room
160 Elm Street, Gardner, MA
01440

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

Absent:

Also in Attendance: Dr. Mark Pellegrino, Superintendent; Dr. Catherine Goguen, Chief Academic Officer; Ms. Courtney Dunn, Grants & Compliance Manager; Ms. Joyce West, Director of Pupil Personnel Services

Mrs. Hurst called the meeting to order at 4:32 p.m.

A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to approve the minutes of the December 13, 2023 Policy Meeting. The motion passed unanimously

The following MASC policies were reviewed and deemed to be redundant to Massachusetts General Law, or not relevant to the District. Therefore they were not recommended to be sent to the full School Committee for adoption:

- IHBA – Student Services Program
- IHBD – Compensatory Education
- IHBH – Alternative School Programs

The following policies were tabled to later meeting dates for further review and discussion:

- IHBG – Home Education (Tabled to the February Subcommittee Meeting)
- IHBG-R – Home Education Guidelines (Tabled to the February Subcommittee Meeting)
- JICFB – Bullying (Tabled to the March Subcommittee Meeting)

The following policies were reviewed and it was determined that no changes were required. Therefore, the policies will be updated as "Reviewed January, 2024":

- IHAM – Health Education
- IHB – Special Instructional Programs and Accommodations

- IHBEA – English Learner Education

Policy IHAMB – Teaching About Alcohol, Tobacco, and Drugs was reviewed and discussed. Dr. Goguen recommended language revisions to reflect current curriculum selection methods. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send the policy with the recommended changes to the February full School Committee Meeting for a first read. The motion passed unanimously.

Policy IHBAA – Observations of Special Education Programs was reviewed and discussed. Ms. West presented revisions to reflect current practices aligned to state regulations and guidelines. A motion was made by Mrs. Ward-Leighton and seconded by Cormier to send the policy with the recommended changes to the February full School Committee Meeting for a first read. The motion passed unanimously.

Policy IHBF – Homebound Instruction was reviewed and discussed. Ms. West stated that the District does not currently have this policy. She presented revisions to the Massachusetts Association of School Committees (MASC) model Policy IHBF that reflect current practices aligned to state regulations and guidelines, as well a change in title to more accurately reflect the policy. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send the policy with the recommended changes to the February full School Committee Meeting for a first read for adoption. The motion passed unanimously.

Policy IHBHE – Remote Learning was reviewed and discussed. Dr. Goguen recommended a change to cross reference IGA to reflect the combining of this policy with Policy IGD. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send the policy with the recommended changes to the February full School Committee Meeting for a first read. The motion passed unanimously.

The next Policy Subcommittee meeting will occur on Wednesday, February 14, 2024 at 4:30 p.m. in the Central Office Professional Development Room

A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to adjourn the meeting. So moved. The meeting adjourned at 5:13 p.m.

NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the students of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee, or its representatives, and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities, nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. [150E](#)

SOURCE: MASC - Updated 2022

[Adopt: 2024]

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 1 of that chapter, as follows:

"In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives."

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: MASC - Updated 2022

LEGAL REF.: M.G.L. 150E:1 et seq.

~~Negotiations between the school committee and professional staff are conducted pursuant to, and under procedures set forth in, Chapter 150E, Sections 2 to 15 of the General Laws of Massachusetts. The law reads in part:~~

~~Employees shall have the right to self organization, to form join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other conditions of employment and to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from actual interference, restraint, or coercion...(S2).~~

~~[Reference: Chapter 150E, Section 2, Self Organization]~~

~~[Revised: March 2003]~~

~~[Reviewed: May 2019]~~

[Revised: 2024]

SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, working conditions of employees, and all other mandated subjects of bargaining, represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
 - b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. They will follow guidelines set forth by the Committee as to acceptable agreements and will regularly report on the progress of negotiations in a properly posted executive session.
 - d. They will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC - Updated 2022

LEGAL REF.: M.G.L. [71:37E](#)

[Adopt: 2024]

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the District.
2. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
3. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC Reviewed 2023

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12

603 CMR 27.00

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12

603 CMR 27.00,

~~NOTE: When a policy covers two topics that appear consecutively in the classification system, the codes and headings can be combined, as shown at the top of this page.~~

~~The category "School Year" is designed for policies about the year for students, rather than the working year for teachers and other staff members.~~

~~[Reference: M.G.L. 4:7; 15IG; 71:1; 71:4; 71:4A; 71:73; 136:12; Board of Education Regulations for School Year and School Day; Student Learning Time Regulations, 603 CMR 27.00]~~

[Adopted: March 2006]

[Reviewed: April 2008]

[Reviewed: February 2013]

[Reviewed: May 2019]

[Reviewed: June 2020]

[Revised: 2024]

CURRICULUM DEVELOPMENT AND ADOPTION

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC - Updated 2023

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

603 CMR 26:05

~~Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.~~

~~The Committee expects the faculty and administration to regularly evaluate the education program and to recommend modifications of practice, changes in curriculum content, and the addition or deletion of courses to the instructional program.~~

~~SOURCE: MASC April 2019~~

[Reference: M.G.L. 71:1, 69:1E, 603 CMR 26:05]

[Adopted: May 10, 1999]

[Revised: March 2003]

[Revised: May 2013]

[Reviewed: May 2019]

[Reviewed: June 2020]

[Revised: 2024]

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

The Gardner School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involves human sexual education of human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation. Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

[Reference: M.G.L. 71:32A, 603 CMR5]

[Adopted: June 1997]

[Reviewed: March 2003]

[Revised: April 2013]

[Revised: October 2019]

[Revised: 2024]

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the Gardner School Committee shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent, Health Director, Chief Academic Officer and other relevant stakeholders. ~~and approved by the School Committee.~~

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians in accordance with state law. ~~Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.~~

[Source: MASC March 2016]

[Reference: M.G.L. 71:1; 71:96; GBEC, Drug Free Workplace Policy; JICH, Drug and Alcohol Use by Students]

[Adopted: November 2019]

[Revised: 2024]

OBSERVATIONS OF GENERAL EDUCATION/SPECIAL EDUCATION PROGRAMS BY PARENTS AND THEIR DESIGNEES

Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made with the Principal and/or Special Education Administrator or designee.

The School District will provide timely access to the student's current or proposed educational program. The School District will contact the parent/guardian to schedule a mutually convenient time for the observation.

When a parent/guardian requests an observation of a special needs student or program, the Special Education Administrator or designee will notify the Director of Special Education and Principal before it is processed.

The Special Education Administrator or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).

The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation.

Gardner Public Schools is responsible to ensure the safety of students at all times. If the observation threatens to compromise 1) the safety of the students in the observed program, 2) the integrity of the program during the observation, 3) if there is the threat of disclosure by the observer of confidential or personally identifiable information he or she may obtain while observing the program, then the School District may impose reasonable limitations and restrictions on the observation. Gardner Public Schools personnel will discuss these concerns with the observer prior to the observation, and the school district will make reasonable efforts to work with the observer around these issues to ensure a safe and productive observation. Any limitations on restrictions imposed pursuant to this paragraph will be done on a case by case basis, at the discretion of the Building Principal in consultation with the Director of Pupil Personnel Services.

If the observer is not the parent, the parent must sign a release for the individual to observe.

The number of observers at any one time may be limited.

The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave and this will supersede any previous arrangement. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.

[Reference: MGL 71B:3; Massachusetts Department of Elementary and Secondary Education Technical Assistance Advisor SPED 2009-2 dated January 8, 2009;] [Adopted: December 2009]

[Reviewed: February 2013]

[Revised: December 2019]

[Revised: 2024]

HOMEBOUND INSTRUCTION

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

The school ~~shall provide educational services in the home or hospitals~~ may furnish homebound instruction to any eligible student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 school days in any school year. ~~The instruction is~~ Such services are designed with sufficient frequency to enable the student to keep up in the student's courses of study and minimize the educational loss that might occur during the period the student is confined at home or in the hospital. ~~provide maintenance in the basic academic courses so that when a student returns to school they~~ as long as the services do not interfere with the medical needs of the student. The Principal shall coordinate such services with the Director of Pupil Services/Special Education for eligible students. These education services are not considered special education unless the student has been determined eligible for such services, and the services includes services on the student's IEP. ~~will not be at a disadvantage because of the illness or the hospitalization.~~

To qualify for ~~the program,~~ educational services in the Home or Hospital, the student's treating physician must complete a Department of Elementary and Secondary Education form 28R/3 (or equivalent signed statement) and submit to the Director of Pupil Services. ~~needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Pupil Services*.~~

At a minimum the Physician's signed statement must include information regarding:

- The date the student was admitted to a hospital or was confined to home;
- The medical reason (s) for the confinement;
- The expected duration of the confinement; and
- What medical needs of the student should be considered in planning the home or hospital education services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. A Licensed teacher(s) shall be assigned to homebound instruction by the Superintendent or designee. ~~Director of Pupil Personnel/Special Education or designee.~~

For eligible student's, special education and/or related services that are provided in a home or hospital setting under this provision will be delivered (or closely supervised) by staff certified or appropriately licensed to deliver such services.

LEGAL REF.: 603 CMR [28.03](#) (3)(c)

***NOTE: District to identify appropriate administrator**

SOURCE: MASC - Updated 2023

Date Received: _____

GARDNER PUBLIC SCHOOLS**Notice of Intent to Pursue a Program of Home Education
Academic Year _____**

Instructions: Please complete this form, attach any additional information and forward it to the Superintendent of Schools, ~~160 Elm~~^{70 Waterford} Street, Gardner, MA 01440 prior to the starting date of the home education program. Expect a prompt response to this from the Superintendent or designee. If this process is initiated during the school year, the student must remain in school until the school district and the parents agree jointly to the home education plan.

A. Parent Name _____

Address _____

Phone (daytime) _____ (evening) _____

email: _____

Student(s) _____ Birthdate _____ Grade Level _____

Student(s) _____ Birthdate _____ Grade Level _____

Student(s) _____ Birthdate _____ Grade Level _____

Student(s) _____ Birthdate _____ Grade Level _____

Student(s) _____ Birthdate _____ Grade Level _____

B. On a separate sheet, describe the instructional program to be taught, including subjects, texts and instructional aides to be used.

C. Name(s) and academic background, life experience and/or qualifications of those who will be instructing the child(ren), as they relate to the instructional program described in section B.

D. Check the method of assessment to be used followed by a brief description.

- Daily logs, journals, progress reports, portfolios or dated work samples
- An independent report made by someone acceptable to both Superintendent and parent(s) or guardian(s)

- Standardized test results
- Consultation with the Superintendent or appropriate school principal
- Any other method agreed to by both Superintendent and home educator(s)

E. A sample daily schedule.

The following signature confirms the intent to provide a minimum of 900 hours (elementary) 990 hours (secondary) 180 days of instruction.

Signature of Parent or Guardian

Date Submitted

The signature of the school official indicates final approval of this plan. A parent/administrative conference may be scheduled.

Signature of Superintendent or Designee

Date of Response

Attached to this application is a packet that includes the following materials:

- Gardner Public Schools Home Education Policy

Failure of a home educator to abide in good faith by the procedures outlined above may result in the School Committee taking action under Massachusetts General Law Chapter 76, sections 2 and/or 4, upon the recommendation of the Superintendent. Child Requiring Assistance (CRA) proceedings pursuant to Massachusetts General Law Chapter 119, Section 39E, will not be invoked for any child pursuing a home education program.

[Reference: Legal Ref: M.G.L. Chapter 76, Sections 1, 2, and 4 Charles Decision]

[Reviewed: September 2003]

[Revised: November 2016]

[Revised: May 2020]

REMOTE LEARNING

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such emergency and shall, as soon as possible, obtain the approval of the school committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by government officials, the school committee, or the superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school.

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.

- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
 - use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
 - equitable access to appropriate content for all students;
 - specific accommodations for students at high risk, including clients of special education, students with disabilities, English learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

LEGAL REFS.: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA)

CROSS REFS.: [EBCD](#) - Emergency Closings
[IGA/IGD](#) - Curriculum Development
[IGB](#) - Support Services Programs
[IHBEA](#) - English Learner Education
[IJND](#) - Access to Digital Resources
[IJNDB](#) - Empowered Digital Use
[IJNDC](#) - Internet Publication
[IJNDD](#) - Policy on Social Media
[IHBEA](#) - English Language Learners
[JB](#) - Equal Educational Opportunities
[JBB](#) - Educational Equity

SOURCE: MASC - May 2020

[Adopted: November 2020]

[Revised: 2024]

PROFESSIONAL STAFF SALARY SCHEDULES

Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Principals and Administrators on Individual Contracts

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. 71:40; 71:43

CROSS REF.: GCBB, Employment of Principals

Administrators and Principals

~~Salaries will be reviewed annually by the Finance Subcommittee. When a position becomes vacant and is being advertised, the appropriate subcommittee of the School Committee, with the advice of the Superintendent, will establish levels of compensation based on the circumstances, dynamics and requirements.~~

~~Ongoing consideration may be given to individuals for exceptional performance as a basis for establishing merit increases.~~

Merit Incentives

~~The Gardner Public Schools permits the payment of merit incentives* under the following terms:~~

~~The Superintendent may agree to provide an additional merit incentive for employees with whom the Superintendent has an employment contract on the following conditions:~~

- ~~—The employee and the Superintendent shall agree upon, or the Superintendent shall identify, a set of objectives including measurable outcomes for the employee on an annual basis.~~
- ~~—The Superintendent may award a merit incentive to such an employee who has demonstrated exemplary performance with respect to the agreed upon or identified objectives and only after the Superintendent has completed a written performance evaluation for the employee.~~
- ~~—Such merit incentive shall be paid on or before (the last day of the contract year) and shall not be added to the employee's base pay for purposes of future salary increases.~~

~~It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for merit increases. The determination as to whether and, if so, to what extent the employee has achieved the performance objectives in a given contract year, as well as~~

~~the determination as to whether or not to grant such merit incentives and in what amount, shall be made unilaterally by the superintendent in his/her sole discretion based on the superintendent's assessment of the employee's performance up to the maximum merit incentive provided herein.~~

~~*As used in this policy "merit incentive" means a one-time payment in addition to contractual compensation given to award job performance.~~

~~[Reference: M.G.L. 71:40; 71:43]~~

[Adopted: June 1998]

[Reviewed: January 2003]

[Revised: June 2010]

[Reviewed: June 2019]

[Revised: 2024]

EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the School District under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current licensure, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under their direction.

SOURCE: MASC - Updated 2022

LEGAL REF: M.G.L. 71:41; 71:59B

CROSS REF.: GCBA, Professional Staff Salary Schedules

~~Principals shall be employed by the Gardner Public Schools under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.~~

~~Contracts issued to principals will be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a principal under the terms and conditions of the previous contract of employment.~~

~~As a condition of employment, each principal must maintain current certification, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually by the September School Committee Meeting must submit, in conjunction with the school council, the educational goals and school improvement plan to the School Committee.~~

[Adopted: June 1998]

[Revised: January 2003]

[Reviewed: April 2016]

[Revised: September 2019]

[Revised: 2024]

EMPLOYMENT OF ADMINISTRATORS

Administrators shall be employed by the Gardner Public Schools under individual contracts of employment. Contracts issued by the Superintendent to administrators may be up to ~~three~~five years in length, and may be reissued or non-renewed, at the end of such term, at the discretion of the Superintendent.

As a condition of employment, each administrator must maintain current Massachusetts Department of Education certification and adhere to the policies and goals of the School Committee and the directives of the Superintendent.

Administrators may not be appointed to an extracurricular position in the Gardner Public Schools, unless need arises.

[Adopted: March 2000]

[Revised: January 2003]

[Reviewed: April 2016]

[Revised: June 2019]

[Revised: 2024]

PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they will be ~~rewarded~~provided with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the committee. Appointments to these positions will be made by the Superintendent for district-wide positions or by the principal with the approval of the Superintendent for building-based personnel. The amount of compensation for the position will be established by the committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, ~~he or she~~they will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

[Adopted: June 1998]

[Reviewed: January 2003]

[Reviewed: April 2016]

[Revised: June 2019]

[Revised: 2024]

PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the principal, in consultation with the Superintendent to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the ~~town-city~~ and the need for a heterogeneous staff from various cultural backgrounds. ~~The Gardner Public Schools do not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age or place of residence.~~

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which he or she has certification and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

[Reference: Massachusetts Association of School Committees, Inc.]

[Adopted: May 1997]

[Reviewed: December 2002]

[Revised: April 2017]

[Revised: June 2019]

[Revised: 2024]

PROFESSIONAL STAFF HIRING

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. It is the responsibility of the Superintendent, and of persons to whom they delegate this responsibility, to determine the personnel needs of the school district and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all licensure requirements and the requirements of the Committee for the type of position in which they will serve.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law..
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the School Committee.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45

603 CMR 7:00, 26:00, and 44:00

Acts of 2022, Chapter 117 - <https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

~~Through its employment policies, the district will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon an awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.~~

~~It is the responsibility of the superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable~~

~~candidates. No position may be created without the approval of the school committee. The district's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for all students.~~

~~It will be the duty of the superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the committee for the type of position for which the nomination is made.~~

~~The following guidelines will be used in the selection of personnel:~~

- ~~1. There will be no discrimination in the hiring process due to race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, sex, gender identity, religion, national origin, sexual orientation, disability, age, homelessness, genetic information, ancestry, military status, pregnancy or pregnancy related condition, or limited English proficiency.~~
- ~~2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.~~
- ~~3. The administrator responsible for the hiring of a staff member is directed to establish a representative screening committee. The administrator, with approval of the superintendent, has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the School Committee.~~

~~[Reference: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45; Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1995; 192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117; 603 CMR 7:00, 26:00, and 44:00~~

~~[Adopted: June 9, 1997]~~

~~[Revised: March 2003]~~

~~[Revised: April 2017]~~

~~[Revised: February 2021]~~

~~[Revised: November 2022]~~

[Revised: 2024]

PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

Part-time Teachers

Teachers may be employed on a part-time basis. The salary of part-time teachers will be in proportion to the hours worked.

Substitute Teachers

Each building principal will have the authority to employ as many substitute teachers as may be necessary to take the place of teachers who are temporarily absent.

The school system will employ as substitute teachers, to the extent possible, persons who meet the requirements for teacher appointments and will assign teacher's substitute teaching positions on the basis of their areas of competence. When the supply of potential substitutes in a particular subject area is too limited to meet school department needs, there will be active recruitment for substitutes in those areas. All substitute teachers will be expected to provide educational services, rather than to assume merely a student-supervisory role. They will be provided with as much support as possible by building administrators and teachers.

The school committee will set the daily rate of pay for substitute teachers, including extended-term substitutes. Extended is defined as 15 consecutive days substituting for the same teacher. The rate of pay after 15 days will be at the bachelor's or master's minimum daily rate of pay ~~per~~ as defined in the Gardner Education Association (GEA) contract.

[Adopted: May 1998]

[Revised: February 2003]

[Revised: January 2006]

[Reviewed: April 2016]

[Reviewed: May 2019]

[Revised: 2024]

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance and to advance the instructional programs of the schools, a continuous program for teacher and administrator evaluation will be implemented following Department of Elementary and Secondary Education Guidelines and per the Gardner Education Association (GEA) Collective Bargaining Agreement. Regular reports will be made to the superintendent concerning the outcomes of these evaluations.

The evaluation process will include:

1. The development and periodic review of techniques and procedures for making evaluations.
2. Interpretation of the information gained in the evaluative process in terms of the objectives of the instructional program.
3. The application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

~~The evaluation process will include self-evaluation, supervisor initiated observations, and teacher-initiated observations.~~ The ~~written~~ evaluation should be specific in terms of the person's strengths and areas for growth. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing identified areas for growth that are observed.

[Reference: Collective Bargaining Agreements; M.G.L. 69:1B; 71:38, 71:38Q; 150E; 152B
603 CMR 35:00]

[Adopted: June 1997]

[Revised: March 2003]

[Revised: June 2016]

[Revised: September 2019]

[Revised: 2024]

EXIT INTERVIEWS

Purpose:

To gather information from existing employees in order to gauge the employment experience and consider changes, where necessary, to improve this experience.

Policy:

It is the policy of the Gardner Public Schools to ensure that any employee whose employment is being terminated receives an exit interview. The exit interview shall be held at the time of the employee's discharge. The interview will be conducted by the City of Gardner Human Resources Director or his/her designee. Though the exit interview is voluntary, employees should be encouraged to participate, as their feedback is valuable to the District. The objectives of the exit interview are as follows:

- To determine the actual reason for an employee's resignation;
- To retain the goodwill of the employee toward the Gardner Public Schools.
- To discover any grievances the employee may have about the department in order that corrective action(s), if necessary, may be undertaken;
- To discover any misunderstandings the employee may have had about his/her job, or with his/her supervisor(s) in order that corrective action(s), if necessary, may be undertaken.

[Adopted: May 2014]

[Revised: April 2015]

[Revised: October 2019]

[Revised: 2024]

MILITARY LEAVE PROVISION

Employees who are members of the National Guard or Armed Forces Reserve, and who participate in an annual two-week active duty or training program, must provide reasonable advance notice to their supervisor. Employees will be paid the difference between military pay plus allowances received for such duty, and the employee's normal rate of pay.

Upon return from military leave, employees should submit to the Superintendent a copy of their original duty orders and a statement of their military pay and allowances for the two-week period.

An employee of the commonwealth in the service of the armed forces of the commonwealth or a reserve component of the armed forces of the United States shall be entitled to receive pay without loss of ordinary remuneration as a public employee during service in the uniformed services, annual training under M.G.L. Part I, Title V, Chapter 33, Section 60 or drills and parades under section 61, not exceeding 34 days in any state fiscal year and not exceeding 17 days in any federal fiscal year, and shall not lose any seniority or any accrued vacation leave, sick leave, personal leave, compensation time or earned overtime. For the purposes of this section, "uniformed services" shall include the state defense force or similar organization composed as permitted by law; (ii) the state staff when engaged in duty under this chapter or Title 32 of the United States Code; or (iii) the armed forces of another state or territory when ordered to active duty under appropriate authority.

An employee of the commonwealth in the service of the armed forces of the commonwealth under sections 38, 40 or 41 shall be entitled to receive pay without loss of ordinary remuneration as a public employee and shall not lose any seniority or any accrued vacation leave, sick leave, personal leave, compensation time or earned overtime during the first 30 consecutive days of any mission. Thereafter, any such ordinary remuneration shall be reduced by any amount received either from the United States or the commonwealth as base pay for military service performed during the same pay period, and there shall be no loss of any seniority or any accrued vacation leave, sick leave, personal leave, compensation time or earned overtime. National Guard duty performed under Title 32 of the United States Code shall not be deemed service in the armed forces of the commonwealth under sections 38, 40 or 41 for the purposes of this section.

An employee of the commonwealth in the armed forces of the commonwealth performing duty under Titles 10 or 32 of the United States Code shall be paid the regular base salary as a public employee for each pay period of such military leave of absence, reduced by any amount received either from the United States or the commonwealth as base pay for military service performed during the same pay period, and shall not lose any seniority or any accrued vacation leave, sick leave, personal leave, compensation time or earned overtime.

An employee of the commonwealth in a reserve component of the armed forces of the United States who is ordered to service for more than 30 consecutive days shall be paid the regular base salary as a public employee for each pay period of such military leave of absence, reduced by any amount received either from the United States or the commonwealth as base pay for military

service performed during the same pay period. No such employee shall lose any seniority or accrued vacation leave, sick leave, personal leave, compensation time or earned overtime.

Unpaid military leave for regular tours of active duty or for period of longer training or emergency duty are granted, on written request, to permanent full-time and part-time employees any time after their dates of employment. Employees may use available paid time off for all or part of the absence. An employee returning from a military leave within time frames specified by federal and state law will be reinstated to his or her former job, or a comparable one, without reduction in pay or time accrued for past service. The employee will be treated as though ~~he or she was~~they were continuously employed for purposes of determining benefits based on length of service, such as the rate of vacation accrual and job seniority rights.

[Reference: M.G.L. Part I, Title V, Chapter 33]

[Adopted: June 2004]

[Reviewed: April 2016]

[Revised: October 2019]

[Revised: 2024]

USE OF VIDEO CAMERAS ON SCHOOL BUSES

The use of video cameras on school buses is aimed at increasing overall bus safety. Video cameras will function to prevent discipline problems from occurring, but are not to serve as a threat to normally acceptable behavior. Video cameras will not replace the responsibility of the driver to control the students riding his or her bus. All bus discipline policies and procedures remain in effect and the driver must continue to monitor the behavior of riders as has been done in the past. Additional information may be obtained from the Business Director and from School Committee Policy JICC and JICC-R.

[Reference: JICC; JICC-R]

[Adopted: December 12, 2000]

[Revised: December 2002]

[Reviewed: March 2019]

ORGANIZATION OF INSTRUCTION

The District offers a diversified educational program compatible with the needs of the community and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to their fullest potential.

The structure will consist of multiple levels (for example, Primary/Elementary, Middle and Secondary levels).

The Primary/Elementary level includes schools with kindergarten through grade four. The Middle level consists of schools for grades five, six, and seven. The Secondary level consists of schools with grades eight, nine, ten, eleven, and twelve. *

Special education services are integrated across each grade level in all schools.

The organization is designed to meet the standards established by the Department of Elementary and Secondary Education's Curriculum Frameworks, by Time and Learning regulations, and in order to serve the needs of all students.

***NOTE: District to reflect local configuration.**

CROSS REFS: [IC/ICA](#) School Year / School Calendar

LEGAL REFS: 603 CMR [27.00](#)

SOURCE: MASC April 2019

[Adopted: June 2020]

CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum guides are developed by the professional staff to provide continuous educational experiences for the district's students. They provide teachers with what is expected to be learned by students in each grade and in each subject area.

The curriculum guides of the Gardner Public Schools are aligned with the Massachusetts State Standards and Curriculum Frameworks. Curriculum Guides in subject areas without Curriculum Frameworks standards will be developed and updated in alignment with the goals and objectives of the Gardner Public Schools.

The curriculum guides will follow a backward planning design. The “Big Ideas” of each course will be determined and placed on a year-long calendar trajectory. Each of these topics/units will be divided into lessons based on essential questions that should be able to be answered by the end of the lesson/unit. All content will be accessible to staff electronically for viewing and editing.

Formative and summative assessments will be used to measure level of mastery of knowledge to be gained. All resources needed for each lesson/unit will be referenced or included and linked. All staff must keep in mind that state accountability instruments (e.g., MCAS, competitive grants) are based on Massachusetts Curriculum Framework Learning Standards. Therefore, the curriculum guides will be followed as closely as possible, making changes as needed.

[Adopted: May, 1999]

[Revised: March 2003]

[Revised: May, 2013]

[Revised: October 2019]

Gardner High School Program of Studies



~~2023-2024~~
2024 - 2025

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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	Presents relevant/appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.	Presents sufficient and relevant/appropriate data/information. Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents some appropriate data/information. May miss or ignore relevant data/information. Analysis is limited or somewhat irrelevant/inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.	Does not present relevant and appropriate data/information. Fails to analyze, or uses inaccurate or irrelevant/inappropriate analysis of data/information. Copies information with analysis.
Be Precise Apply a Multidimensional approach/Consider Context	Clearly applies a multidimensional approach. Synthesizes various perspectives. Correct answer with appropriate interpretation/description/units. Acknowledges limits of position or context - when appropriate.	Acknowledges multiple approaches. Some synthesis of perspectives. Correct answer with limited interpretation/description/units. Some acknowledgement that position may have limits. Acknowledgement context-when appropriate	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Incorrect answer with limited interpretation/description/units. Some acknowledgement positions may have limits. May not acknowledge context - when appropriate.	Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Incorrect answer with no interpretation/description/units. Little or no awareness that position may have limits or context - when appropriate.
Communicate Answer with Reasoning Demonstrate Sound Reasoning and Conclusions	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, creative, complete, and relevant.	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant.	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor inconsistencies.	Reasoning is illogical, simplistic, and inconsistent or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.

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 Uses/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 the purpose 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
Listening, 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/Partner 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>
Main Idea (List)	<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 asp of the prompt</p> <p>Fails to introduce a relevant cl 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 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) 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/linki 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 supports 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 supports 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 supports 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 supports claim(s)</p> <p>Does not use or cite sources and/or text evidence</p> <p>Fails to acknowledge alternate 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 of 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
- Enable schools to catch a potential problems early in the year
- Provide data to teachers so that they can differentiate SEL instruction

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 I 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.

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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 Gardner 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.

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English

Honors English (9-12)

Mathematics

Honors Geometry

Honors Pre-Calculus

Honors Algebra II

Science

Honors Biology (9-10)

Honors Chemistry (10-12)

Honors Physics (10-12)

Honors Anatomy & Physiology (11-12)

Social Studies

Honors Modern World History II (9)

Honors US History I (10)

Honors US History II (11)

World Language

Honors Spanish II, III, IV, V

Honors French II, III, IV, V

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

Social Studies

AP Human Geography
AP ~~European~~ History *modern world*
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 ¹²~~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
Financial Literacy *Starting with Class of 2024	2.5
Electives	30
Total Credits	115
Successful completion of MCAS	
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.	
*  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

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 Algebra I
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 world language does serve as the prerequisite for the 2nd year of Spanish or French. It does not, however, count towards the two years of world 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 1, 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 PowerSchool 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

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 fill 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 to 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 1: 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#: 1574
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ART 2: 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#: 1575
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ART 3: 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#: 1576
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ART 4: 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#: 1577
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AP 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#: 1530
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AP 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#: 1540
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CERAMICS: 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#: 1594
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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#: 1595
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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#: 1586
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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#: 1556
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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#: 1597
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ADVANCED 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#: 1598
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BUSINESS

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

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Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1917
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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#: 1916
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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#: 1154
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BSAD 2030: PRINCIPALS OF MANAGMENT: 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. This is a dual credit course through Fitchburg State University. This class will be taught on the GHS campus by Mr. Bartkus. Students who successfully complete the course with a passing grade will earn 5 high school credits and 3 college credits through Fitchburg State.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2951
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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. This is a dual credit course through Fitchburg State University. This class will be taught on the GHS campus by Mr. Bartkus. Students who successfully complete the course with a passing grade will earn 5 high school credits and 3 college credits through Fitchburg State.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2961
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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#: 1011 1012
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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#: 1001 1022
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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#: 1031 1032
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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#: 1041 1042
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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 2001
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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 2002
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AP 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#: 1030
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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.**

AP 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#: 1040
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HORROR AND 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#: 1054
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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.

Grade 10-12	Credits: 2.5	Levels: College Preparatory	Course#: 1057
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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#: 1055
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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.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1074
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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 wellbeing 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#: 1754
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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#: 1796
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DANCE: 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#: 1548
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UNIFIED PE: 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#: 1874
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3534

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#: 1756
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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#: 1755
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TEAM SPORT: 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, pickle ball, 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#: 1757
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MATHMATICS

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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.

ALGEBRA 1: 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#: 1127
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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 Credits:10 w/Enrichment	Level: Honors College Preparatory	Course#: 1129 1172
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MATH ENRICHMENT: This course is taken in combination with Geometry to support a student's understanding of concepts covered.

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#: 1174
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ALGEBRA 2: 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	Level: Honors College Preparatory	Course#: 1191 1132
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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#: 1162
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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#: 1151
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AP 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#: 1160
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AP 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#: 1170
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AP 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#: 1150
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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#: 1152
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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#: 1194
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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.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1177
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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#: 1506
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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#: 1505
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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#: 1504
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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#: 1545
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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#: 1554
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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#: 1546
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DANCE: 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#: 1548
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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#: 1544
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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#: 1547
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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.

Grade: 8-9	Credits: 2.5	Level: College Preparatory	Course#: 1352
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4341

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.

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#: 1211 1212
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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#: 1221 1222
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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#: 1231 1232
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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#: 1261 1262
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MCAS BIOLOGY: 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#: 1228
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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#: 1263
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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#: 1271 1272
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FORENSICS: 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#: 1257
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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#: 1452
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AP 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#: 1250
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AP 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#: 1290
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AP 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#: 1270
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AP 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#: 1260
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WILD THINGS: 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#: 1254
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ROCKS AND GEMS: 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#: 1255
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Added:

Marine Biology - 10-12 1/2 course # 1205

Science of Natural ^{Disasters} ~~Disasters~~ - 8-9 course # 1203

Astronomy - 8-9 course # 1204

~~Added~~ New 9th grade course - waiting on name - life science # 1202

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 II: 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#: 1311 1312
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AP 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#: 1310
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UNITED STATES HISTORY 1: 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#: 1321 1322
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UNITED STATES HISTORY 2: 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#: 1331 1332
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AP 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#: 1330
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AP GOVERNMENT: 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#: 1340
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Modern World
Change language for world History
AP 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#: 1320 1350
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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#: 1375
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CRIMINAL PSYCHOLOGY 2: 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#: 1384
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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#: 1377
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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#: 1378
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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#: 1376
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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#: TBD
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HISTORY OF 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#: 1374
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Added

Introductory to Philosophy

~~Philosophy + Ethics~~ - grades 8-10

Philosophy + Ethic ~~e~~ - grades 11-12

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.

INTRODUCTION 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#: 1464
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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#: 1465
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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#: 1437
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Updated write-1

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#: 1452
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ROBOTICS: 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.

Updated write-up

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

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1477
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ROBOTICS 2: 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#: 1478
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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.

*Updated
write-up*

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 2030
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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#: 1454
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WORLD LANGUAGE

The World 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 1: 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#: 1614
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FRENCH 2: 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#: 1624
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FRENCH 3: 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#: 1631
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FRENCH 4: 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#: 1651
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FRENCH 5: 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#: 1691
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SPANISH 1: 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#: 1615
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SPANISH 2: 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#: 1625
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SPANISH 3: 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#: 1631
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SPANISH 4: 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#: 1661
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SPANISH 5: 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#: 1671
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5/5/20

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#: 1878 (10-12) 1877 (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#: 1875
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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#: 1876
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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#: 1869
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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#: 1865
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RISE 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#: 1866
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RISE BIOLOGY: 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#: 1864
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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#: 1868
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Multi Lingual ENGLISH LANGUAGE LEARNERS

EL ENGLISH 1: 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#: 1894
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EL ENGLISH 2: 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#: 1895
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EL ENGLISH 3: 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#: 1896
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Add

EL English 4

EL English 5

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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#: 1897
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42

ADDITIONAL COURSE OFFERINGS

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.

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.

LIFE STRATEGIES: 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#: 1873
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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.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2451
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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.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2461
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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.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2251
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added
** MT (ANUP)*
Language added here
Monty Tech

Grades - 11-12
added
@

Credits: 17.5
Level: CP

Course#:

63
66

INTERNSHIP OFFERINGS

YEARBOOK: 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#: 1587
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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#: 1994
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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#: 1998
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EARLY COLLEGE 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 ¹²12 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 204P
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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 2010 2039
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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 2039 2012
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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 2012 2023
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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#: 310 2023
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2014

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#: 1814 2057
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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 2016
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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#: 347 2019
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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 2021
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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 2055
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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 2063
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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 2032
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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 2026
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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#: 204 2042
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Added Career College Seminar
Added course # First Year Seminar #2005

ALTERNATIVE COURSE OFFERINGS
(with prior written approval of administration)

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#: 1905
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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.

Added
Online Course Offerings - blurb

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.

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.

ONLINE GRADES AND ATTENDANCE

Parents and students should access student grades online. PowerSchool 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 pineoa@gardnerk12.org for your login information.

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.

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The following were updated/added to the 2024-2025 Program of Studies:

- Cover Page: Date was changed to 2024-2025
- Page 2: English Language Learners changed to Multilingual Learners
- Page 16- AP European History changed to AP Modern World History
- Page 17-Early College distinction credits changed to 12
- Page 19- Requirements for Post-Secondary Options removed
- Page 30- Entrepreneurship writeup changed:

ENTREPRENEURSHIP: This interactive course provides opportunities to learn the underlying principles of starting a business. Students will learn how to identify business opportunities, how to start a business and how to profit as a business owner. Students will participate in hands-on activities centered around creating their own businesses and products throughout the course. Students will learn about the different types of entrepreneurs and entrepreneurial strategies in the process.

- Page 32- Course numbers changed for Eng.101 and Eng.102 College Writing
- Page 33-Ultimate Horror Fiction removed
- Page 48: Wild Things: Invasive Species and Rock and Gems were removed
- New courses for Science were added: Marine Biology, Science of Natural Disasters and Astronomy, Life Science

Astronomy: This introductory Astronomy course explores the basics of celestial bodies and phenomena, such as planets, moons, stars, and galaxies and technology in space.

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

Grade Level - 8-9

Science of Natural Disasters: The ‘Science of Disaster’ course comprehensively explored the scientific foundations of a range of different extreme events. These encompassed earthquakes, hurricanes, tropical storms, flooding, tornadoes, wildfires, hazardous materials incidents, technological disasters, radiological incidents, and more. Students will gain a profound understanding of each disaster's mechanics, implications, and strategic responses.

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

Grade:8-9

MARINE BIOLOGY: Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans.

Prerequisite: Passing grade in Biology

Grades:10-12

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

LIFE SCIENCE: This introduction to high school life science class will prepare students for 10th Grade CP Biology and the Biology MCAS exam.. Through this course, students will participate in lab activities that will reinforce essential science practices for future science classes. Topics include the interaction of organisms within their physical environment as well as with other organisms, the principles of inheritance and genetic variation, the principles of natural selection and evolution, and human body systems.

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

Grade: 9	Credits: 5	Level: College Preparatory	Course#: 1202
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- Page 51-AP European History removed- AP Modern World History Added

AP MODERN 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#: 1350

- Page 51- Criminal Psychology 2 removed
- Page 52- History of the Middle East removed
- Page 53- Philosophy & Ethics 1 & 2 added

INTRODUCTION TO PHILOSOPHY: This course provides an introduction to philosophical thought which looks at questions regarding human nature and the world around us. Students will learn how to discuss, analyze, clarify and create arguments that will help them to be successful in an academic context.

Grade: 8-10	Credits: 2.5	Level: College Preparatory	Course#: TBD
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PHILOSOPHY & ETHICS: This course provides an introduction to philosophical thought which looks at questions regarding human nature and the world around us. Students will explore the major philosophical schools of thought which include Logic and Reason, Aesthetics, Epistemology, Ethics, Metaphysics, and Existentialism and investigate how great philosophers have addressed these throughout history. Students will learn how to discuss, analyze, clarify and create arguments that will help them to be successful in an academic context.

Grade: 11-12	Credits: 2.5	Level: College Preparatory	Course#: TBD
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- Page 54 Manufacturing Tech write-up was updated

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

- Page 55 Robotics write-up was updated

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 utilize engineering concepts including: Physics, programming, mechanical systems, and electrical & electronics systems. These concepts are delivered via a robotics platform 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

- Page 56 CAD 101 write-up and course # were updated

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 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 3D CAD application introduced will be OnShape, a cloud-based application. Since all 3D CAD applications function in similar ways, the knowledge of one can be transferred to the next. 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#: 2030

- Page 72 new course added FYE 101. First Year Seminar 3

FYE 101. First Year Seminar. 3: First Year Seminar teaches students how to learn. In this interactive college-level course, students will receive critical information to ease the challenging process of transitioning to college. The course covers three phases of study. First, students will develop mastery of a variety of topics critical to student success: time management, goal setting, learning styles, campus resources and policies, motivation, reading strategies, and test taking. Next, students will continue to develop their understanding of self as a college student, by honing their critical thinking skills in the context of course lessons on motivation, leadership, co-curricular involvement, and current events. Finally, students will have completed at least two graded writing assignments, read at least one college textbook and multiple supplemental readings on college success strategies, and will additionally complete an end-of-course evaluation (final portfolio, project, or exam) which demonstrates their understanding of course concepts.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2005
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- Page 63 English Language Learners changed to Multilingual Learners
- Page 63 new course descriptions added for EL English 4 &5

EL ENGLISH 4: This course is designed for students designated as an English learner at WIDA's English language proficiency level 4. Various instructional materials are used, as in the ELD class, yet aligned to WIDA's Can Do Descriptors for level 4, which highlight what ELs can do at level 4 of language development. Students work on more complex language across all domains of listening, speaking, reading, and writing, while expanding their vocabulary to include key terms used across the content area in their mainstream classes. This course is offered as a full year course.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1898
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EL ENGLISH 5: This course is designed for students at the expanding level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. This course focuses on the explicit teaching of reading and listening strategies appropriate for students at the expanding level of English language proficiency. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development while facilitating reading fluency and comprehension. Students apply reading strategies to literature and other texts to increase comprehension.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1899
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- Page 66 Monty Tech course added

MONTACHUSETT VOCATIONAL PARTNERSHIP PROGRAM (MVP): Gardner Public Schools and Monty Tech have a unique partnership program that allows our Gardner Public School students the opportunity to enroll in a vocational program during their junior and senior years. This program will run during the traditional school day. GPS students will attend their

academic classes for one week on a GPS school campus, followed by a shop week on the new Monty Tech Electrical and Carpentry "MVP" campus. Students who apply and are accepted into the MVP Academy are making a two-year commitment for their junior and senior years. At the end of their high school career, students will graduate from Gardner Public Schools with a high school diploma, 900 vocational training hours, industry-recognized credentials, and co-op experience. Our goal is to provide our students with vocational training while enrolled at Gardner Public Schools to better prepare our students for careers in these vocational fields after graduation.

Interested students may apply for one of the following two programs:

-Electrical

-Carpentry

Grade: 11-12	Credits:	Level: College Preparatory	Course#:
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- Page 68 Eng. 101 course # updated
- Page 69-72- course numbers updated
- Page 72 First Year Seminar and College and Career Readiness Seminar Added

FYE 101. First Year Seminar. 3: First Year Seminar teaches students how to learn. In this interactive college-level course, students will receive critical information to ease the challenging process of transitioning to college. The course covers three phases of study. First, students will develop mastery of a variety of topics critical to student success: time management, goal setting, learning styles, campus resources and policies, motivation, reading strategies, and test taking. Next, students will continue to develop their understanding of self as a college student, by honing their critical thinking skills in the context of course lessons on motivation, leadership, co-curricular involvement, and current events. Finally, students will have completed at least two graded writing assignments, read at least one college textbook and multiple supplemental readings on college success strategies, and will additionally complete an end-of-course evaluation (final portfolio, project, or exam) which demonstrates their understanding of course concepts.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2005
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COLLEGE AND CAREER READINESS SEMINAR: COLLEGE AND CAREER READINESS SEMINAR:

This course will challenge students to explore, develop, and take steps toward their own postsecondary plans. CCR offers freshmen the opportunity to explore their strengths, abilities, and interests in relation to possible career and college choices. Exploration will include interest inventories, self-exploration assignments, occupational research, exploration of labor market trends, speakers, and opportunities for visits to both employers and colleges. In this course, students will start their My College & Career Plan and focus on collaborative projects focused on solving real-world problems and developing skills needed for academic and career success.

Grade: 9	Credits: 5	Level: Honors	Course#: 1913
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- Page 73- Online course offerings write up added

ONLINE COURSE OFFERINGS: Gardner High School offers online programming to meet a variety of needs for our students. Classes are offered in a variety of subjects and levels. All online classes are provided through an online platform and have no live instruction. Classes are offered As such, this type of class is only recommended for students who can work independently and have self motivation and organizational skills. Parents and students can reach out to their School Counselor for more information. The Principal makes the final decision on whether online classes are appropriate for the student.

Gardner High School

Program of Studies



2024-2025

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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	Presents relevant/appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.	Presents sufficient and relevant/appropriate data/information. Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents some appropriate data/information. May miss or ignore relevant data/information. Analysis is limited or somewhat irrelevant/inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.	Does not present relevant and appropriate data/information. Fails to analyze, or uses inaccurate or irrelevant/inappropriate analysis of data/information. Copies information with analysis.
Be Precise Apply a Multidimensional approach/Consider Context	Clearly applies a multidimensional approach. Synthesizes various perspectives. Correct answer with appropriate interpretation/description/units. Acknowledges limits of position or context - when appropriate.	Acknowledges multiple approaches. Some synthesis of perspectives. Correct answer with limited interpretation/description/units. Some acknowledgement that position may have limits. Acknowledgement context-when appropriate	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Incorrect answer with limited interpretation/description/units. Some acknowledgement positions may have limits. May not acknowledge context - when appropriate.	Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Incorrect answer with no interpretation/description/units. Little or no awareness that position may have limits or context - when appropriate. .
Communicate Answer with Reasoning Demonstrate Sound Reasoning and Conclusions	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, creative, complete, and relevant.	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant.	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor inconsistencies.	Reasoning is illogical, simplistic, and inconsistent or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.

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

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 supports 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 supports 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 supports 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 supports 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
- Enable schools to catch a potential problems early in the year
- Provide data to teachers so that they can differentiate SEL instruction

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 Gardner 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)

Mathematics

Honors Geometry

Honors Pre-Calculus

Honors Algebra 2

Science

Honors Biology (9-10)

Honors Chemistry (10-12)

Honors Physics (10-12)

Honors Anatomy & Physiology (11-12)

Social Studies

Honors Modern World History 2
(9)

Honors US History 1 (10)

Honors US History 2 (11)

World Language

Honors Spanish 1, 2, 3, 4, 5

Honors French 1, 2, 3, 4, 5

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

Social Studies

AP Human Geography
AP Modern World 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 12 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
Financial Literacy -Starting with Class of 2024	2.5
Electives	30
Total Credits	115
Successful completion of MCAS	
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.	
<p style="text-align: center;">*UNIFIED ARTS INCLUDE: Music, Art, Technology, and World Languages</p> <p style="text-align: center;">*ART CLASSES INCLUDE: All Music and Art Classes, Drama, Dance, Makerspace & other approved art-related classes</p>	MassCore description see page 21

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 Algebra I
Promoted to Grade 11	55 credits
Promoted to Grade 12	80 credits
Graduation	115 credits

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 world language does serve as the prerequisite for the 2nd year of Spanish or French. It does not, however, count towards the two years of world 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 1, 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 PowerSchool 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 to 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 1: 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#: 1574
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ART 2: 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#: 1575
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ART 3: 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#: 1576
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ART 4: 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 highly 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#: 1577
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AP 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#: 1530
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AP 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#: 1540
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CERAMICS: 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#: 1594
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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#: 1595
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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 studied 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#: 1586
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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#: 1556
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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#: 1597
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ADVANCED 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#: 1598
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BUSINESS

ENTREPRENEURSHIP: This interactive course provides opportunities to learn the underlying principles of starting a business. Students will learn how to identify business opportunities, how to start a business and how to profit as a business owner. Students will participate in hands-on activities centered around creating their own businesses and products throughout the course. Students will learn about the different types of entrepreneurs and entrepreneurial strategies in the process.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1917
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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#: 1916
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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#: 1154
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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. This is a dual credit course through Fitchburg State University. This class will be taught on the GHS campus by Mr. Bartkus. Students who successfully complete the course with a passing grade will earn 5 high school credits and 3 college credits through Fitchburg State.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2951
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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. This is a dual credit course through Fitchburg State University. This class will be taught on the GHS campus by Mr. Bartkus. Students who successfully complete the course with a passing grade will earn 5 high school credits and 3 college credits through Fitchburg State.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2961
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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#: 1011 1012
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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#: 1001 1022
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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#: 1031 1032
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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#: 1041 1042
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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#: 2001
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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#: 2002
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AP 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#: 1030
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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.**

AP 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#: 1040
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HORROR AND 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#: 1054
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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#: 1055
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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.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1074
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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 wellbeing 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#: 1754
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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#: 1796
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DANCE: 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#: 1548
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UNIFIED PE: 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#: 1874
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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#: 1756
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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#: 1755
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TEAM SPORT: 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#: 1757
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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.

ALGEBRA 1: 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#: 1127
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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 Credits:10 w/Enrichment	Level: Honors College Preparatory	Course#: 1129 1172
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MATH ENRICHMENT: This course is taken in combination with Geometry to support a student's understanding of concepts covered. 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#: 1174
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ALGEBRA 2: 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	Level: Honors College Preparatory	Course#: 1191 1132
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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#: 1162
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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#: 1151
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AP 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#: 1160
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AP 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#: 1170
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AP 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#: 1150
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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#: 1152
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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#: 1194
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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.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1177
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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 sign 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#: 1506
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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#: 1505
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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#: 1504
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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#: 1545
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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#: 1554
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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#: 1546
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DANCE: 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#: 1548
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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 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#: 1544
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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#: 1547
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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.

Grade: 8-9	Credits: 2.5	Level: College Preparatory	Course#: 1352
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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.

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#: 1211 1212
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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#: 1221 1222
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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#: 1231 1232
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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#: 1261 1262
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MCAS BIOLOGY: 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#: 1228
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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#: 1263
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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#: 1271 1272
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FORENSICS: 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#: 1257
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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.

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#: 1452
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AP 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#: 1250
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AP 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#: 1290
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AP 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 to 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#: 1270
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AP 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#: 1260
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SCIENCE OF NATURAL DISASTERS: The ‘Science of Disasters’ course comprehensively explored the scientific foundations of a range of different extreme events. These encompassed earthquakes, hurricanes, tropical storms, flooding, tornadoes, wildfires, hazardous materials incidents, technological disasters, radiological incidents, and more. Students will gain a profound understanding of each disaster's mechanics, implications, and strategic responses.

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

Grade:8-9	Credits: 2.5	Level: College Preparatory	Course#: 1203
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MARINE BIOLOGY: Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans.

Prerequisite: Passing grade in Biology

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

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1205
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ASTRONOMY: This introductory Astronomy course explores the basics of celestial bodies and phenomena, such as planets, moons, stars, and galaxies and technology in space.

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

Grade: 8-9	Credits: 2.5	Level: College Preparatory	Course#: 1204
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LIFE SCIENCE: This introduction to high school life science class will prepare students for 10th Grade CP Biology and the Biology MCAS exam.. Through this course, students will participate in lab activities that will reinforce essential science practices for future science classes. Topics include the interaction of organisms within their physical environment as well as with other organisms, the principles of inheritance and genetic variation, the principles of natural selection and evolution, and human body systems.

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

Grade: 9	Credits: 5	Level: College Preparatory	Course#:
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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 II: 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#: 1311 1312
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AP 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#: 1310
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UNITED STATES HISTORY 1: 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#: 1321 1322
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UNITED STATES HISTORY 2: 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#: 1331 1332
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AP 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#: 1330
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AP GOVERNMENT: 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#: 1340
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AP MODERN 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#: 1350
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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#: 1375
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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#: 1377
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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#: 1378
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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#: 1376
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HISTORY OF 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#: 1374
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INTRODUCTION TO PHILOSOPHY: This course provides an introduction to philosophical thought which looks at questions regarding human nature and the world around us. Students will learn how to discuss, analyze, clarify and create arguments that will help them to be successful in an academic context.

Grade: 8-10	Credits: 2.5	Level: College Preparatory	Course#:
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PHILOSOPHY & ETHICS: This course provides an introduction to philosophical thought which looks at questions regarding human nature and the world around us. Students will explore the major philosophical schools of thought which include Logic and Reason, Aesthetics, Epistemology, Ethics, Metaphysics, and Existentialism and investigate how great philosophers have addressed these throughout history. Students will learn how to discuss, analyze, clarify and create arguments that will help them to be successful in an academic context.

Grade: 11-12	Credits: 2.5	Level: College Preparatory	Course#:
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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.

INTRODUCTION 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: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1464
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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#: 1465
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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#: 1437
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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. *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#: 1452
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ROBOTICS: 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 utilize engineering concepts including: Physics, programming, mechanical systems, and electrical & electronics systems. These concepts are delivered via a robotics platform 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#: 1477
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ROBOTICS 2: 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#: 1478
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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 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 3D CAD application introduced will be OnShape, a cloud-based application. Since all 3D CAD applications function in similar ways, the knowledge of one can be transferred to the next. 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#: 2032
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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#: 1454
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WORLD LANGUAGE

The World 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 1: 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#: 1614
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FRENCH 2: 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#: 1624
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FRENCH 3: 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#: 1631
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FRENCH 4: 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#: 1651
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FRENCH 5: 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 consist 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#: 1691
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SPANISH 1: 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#: 1615
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SPANISH 2: 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#: 1625
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SPANISH 3: 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#: 1631
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SPANISH 4: 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#: 1661
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SPANISH 5: 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#: 1671
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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#: 1878 (10-12) 1877 (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#: 1875
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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#: 1876
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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#: 1869
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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#: 1865
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RISE 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#: 1866
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RISE BIOLOGY: 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#: 1864
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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#: 1868
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MULTILINGUAL LEARNERS

EL ENGLISH 1: 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#: 1894
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EL ENGLISH 2: 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#: 1895
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EL ENGLISH 3: 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#: 1896
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EL ENGLISH 4: This course is designed for students designated as an English learner at WIDA’s English language proficiency level 4. Various instructional materials are used, as in the ELD class, yet aligned to WIDA’s Can Do Descriptors for levels 4, which highlight what ELs can do at levels 4 of language development. Students work on more complex language across all domains of listening, speaking, reading, and writing, while expanding their vocabulary to include key terms used across the content area in their mainstream classes. This course is offered as a full year course.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1898
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EL ENGLISH 5: This course is designed for students at the expanding level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. This course focuses on the explicit teaching of reading and listening strategies appropriate for students at the expanding level of English language proficiency. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development while facilitating reading fluency and comprehension. Students apply reading strategies to literature and other texts to increase comprehension.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1899
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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#: 1897
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ADDITIONAL COURSE OFFERINGS

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.

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.

LIFE STRATEGIES: 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#: 1873
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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.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2451
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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.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2461
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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.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2251
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MONTACHUSETT VOCATIONAL PARTNERSHIP PROGRAM (MVP): Gardner Public Schools and Monty Tech have a unique partnership program that allows our Gardner Public School students the opportunity to enroll in a vocational program during their junior and senior years. This program will run during the traditional school day. GPS students will attend their academic classes for one week on a GPS school campus, followed by a shop week on the new Monty Tech Electrical and Carpentry "MVP" campus. Students who apply and are accepted into the MVP Academy are making a two-year commitment for their junior and senior years. At the end of their high school career, students will graduate from Gardner Public Schools with a high school diploma, 900 vocational training hours, industry-recognized credentials, and co-op experience. Our goal is to provide our students with vocational training while enrolled at Gardner Public Schools to better prepare our students for careers in these vocational fields after graduation.

Interested students may apply for one of the following two programs:

- Electrical
- Carpentry

Grade: 11-12	Credits: 17.5	Level: College Preparatory	Course#:
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INTERNSHIP OFFERINGS

YEARBOOK: 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#: 1587
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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#: 1994
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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#: 1998
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EARLY COLLEGE 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 12 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#: 2010
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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#: 2039
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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#: 2012
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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#: 2023
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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#: 2014
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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#: 2057
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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#: 2016
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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#: 2018
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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#: 2021
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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#: 2055
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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#: 2063
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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 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.

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

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2032
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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#: 2026
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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#: 2042
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FYE 101. First Year Seminar. 3: First Year Seminar teaches students how to learn. In this interactive college-level course, students will receive critical information to ease the challenging process of transitioning to college. The course covers three phases of study. First, students will develop mastery of a variety of topics critical to student success: time management, goal setting, learning styles, campus resources and policies, motivation, reading strategies, and test taking. Next, students will continue to develop their understanding of self as a college student, by honing their critical thinking skills in the context of course lessons on motivation, leadership, co-curricular involvement, and current events. Finally, students will have completed at least two graded writing assignments, read at least one college textbook and multiple supplemental readings on college success strategies, and will additionally complete an end-of-course evaluation (final portfolio, project, or exam) which demonstrates their understanding of course concepts.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2005
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COLLEGE AND CAREER READINESS SEMINAR: COLLEGE AND CAREER READINESS SEMINAR: This course will challenge students to explore, develop, and take steps toward their own postsecondary plans. CCR offers freshmen the opportunity to explore their strengths, abilities, and interests in relation to possible career and college choices. Exploration will include interest inventories, self-exploration assignments, occupational research, exploration of labor market trends, speakers, and opportunities for visits to both employers and colleges. In this course, students will start their My College & Career Plan and focus on collaborative projects focused on solving real-world problems and developing skills needed for academic and career success.

Grade: 9	Credits: 5	Level: Honors	Course#: 1913
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ALTERNATIVE COURSE OFFERINGS
(with prior written approval of administration)

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#: 1905
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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.

ONLINE COURSES: Gardner High School offers online programming to meet a variety of needs for our students. Classes are offered in a variety of subjects and levels. All online classes are provided through an online platform and have no live instruction. Classes are offered As such, this type of class is only recommended for students who can work independently and have self motivation and organizational skills. Parents and students can reach out to their School Counselor for more information. The Principal makes the final decision on whether online classes are appropriate for the student.

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.

ONLINE GRADES AND ATTENDANCE

Parents and students should access student grades online. PowerSchool 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 pineoa@gardnerk12.org for your login information.

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.

Gardner Middle School School Improvement Plan 2021-2024

Mission

All students have the right to an education and that education can be an equalizer in a world where unfair differences exist for our students. All of our students have talents and our school needs to foster the growth of these talents. Our school needs to identify students' goals and supply the knowledge and skills that allow each student to enter adulthood with access to their goals. All students need to be given challenging work, but always be put in a situation to succeed. This needs to be done in a safe and respectful environment for all. Every child, in every classroom, every day, will: feel welcomed, safe, and included in our community; have adults consistently interact in ways that foster positive, supportive relationships; and be engaged in relevant, academically rigorous instruction.

Core Values



Vision

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

Every child, in every classroom, every day, will:

feel welcomed, safe, and included in our community;

- Adults will personally welcome each child as they enter the school and each classroom.
- The layout of the school and each classroom will be inviting and conducive to learning.
- Students will learn social-emotional skills through direct instruction, supports, and institutional practices.

- Our school will actively engage families in the education of their children and community.

have adults consistently interact in ways that foster positive, supportive relationships;

- School expectations, practices, and rules will be informed by the chronological and actual developmental levels of the children we serve.
- Adult responses to children's behaviors will be empathetic and caring, considering their comprehensive knowledge of the child's development and any possible trauma or stressors.
- The school will work proactively and collaboratively with families to support the whole child.
- Disciplinary practices will be done through a restorative approach.

and be engaged in relevant, academically rigorous instruction, informed by data.

- Each lesson will incorporate rigorous student tasks that engage all learners, provoke higher-order thinking, monitor each student's progress, and provide feedback to students for improvement.
- The school will monitor and adapt its instruction to ensure students learn the skills and knowledge to prepare them for their own future.

Theory of Action

If we:

- ***Create*** a clear set of expectations and strategies that are shared across every classroom to assess, monitor, and utilize academic, behavioral and social emotional data to inform our instruction and interventions,
- ***Then*** there will be continuity of practices across all classrooms and grade levels where the same high level of rigorous instruction is provided to all students, which is aligned with objectives and state standards.
- ***And***, if we implement challenging learning activities and differentiated instructional strategies that support students' academic, behavioral and social emotional growth while developing positive relationships,
- ***Then*** students will develop higher order thinking skills, and the ability to articulate their thinking, while utilizing appropriately challenging resources.
- ***And***, if we work in collaboration with families and community partners to engage in shared decision making for effective educational programming while giving all students equitable access and opportunities to achieve at their highest level,
- ***Then*** students will become lifelong, collaborative, problem solvers who positively contribute to the workforce and their community.

Strategic Objectives

Academic:	Behavioral:	Social Emotional Learning:	Collaboration with Families and Community Partners:
Create and implement a cohesive system for designing student tasks that require students to access the rigor stated in the state standards.	Create and implement clear expectations and strategies across all grades and disciplines utilizing data to inform behavioral supports and	Utilize data to inform social emotional interventions and provide tiered supports	Collaborate with families and community partners to engage in shared decision-making for effective educational

	interventions while supporting equity:	to all students while supporting equity:	programming while supporting equity:
Action Steps			
Provide comprehensive professional development for staff and common planning time based on MTSS	Provide comprehensive professional development for staff based on MTSS/PBIS	Provide comprehensive professional development for staff based on MTSS	Produce and administer student, staff and parent feedback surveys
Create a school-wide written curriculum in a common format by department and subject area that is aligned with state standards	Monitor discipline data and through an MTSS/PBIS approach incorporate appropriate interventions accordingly	Monitor social-emotional data and through an MTSS approach incorporate appropriate interventions accordingly	Regularly utilize Gardner Middle School website page, digital newsletters and social media to share information, activities and achievements
Develop and incorporate rigorous and challenging instruction and lessons aligned with state standards and MCAS specific questions	Monitor attendance data and through an MTSS/PBIS approach incorporate appropriate interventions accordingly	Incorporate topics addressing students' social emotional needs into Advisory Program	Maintain Student Council to garner student feedback and assist with program development and school culture.
Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions	Create and maintain a restorative approach to discipline with empathetic personal interactions which supports student behavioral growth	Create a system for which mental health support staff can meet and effectively plan social-emotional supports and programming	Maintain School Council meetings and voice for parent/community concerns and feedback
Create clear objectives that align with state standards			
Utilize teacher observation and evaluation system as well as the rigor rubric for learning walks including observing and supporting our co-teaching model			

Outcomes

- 1) Grade 5, 6 and 7 Math, ELA, Social Studies and Science curriculum lessons will be aligned with state standards and 100% completed
- 2) 75% of teachers in classrooms will incorporate Tier 1 academic, behavioral and social-emotional interventions
- 3) GMS will eliminate discipline disparities for all subgroups
- 4) GMS will eliminate attendance disparities for all subgroups
- 5) GMS will eliminate academic disparities for all subgroups
- 6) All subgroups will meet MCAS targets in ELA, math and science
- 7) Parents and students will rate school relationships as at least 90% satisfactory

Implementation Timeline

Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1) 1. Admin will create and implement a more robust and organized Common Planning Time schedule for teachers	Administration Building Leadership Team Faculty	Schedule	Sept 2021	Complete
2) Use of common planning time in ELA, Math, Science and Social Studies to create rigorous lessons to support the curriculum which also reinforce MCAS specific questions	Administration Building Leadership Team Faculty	Lesson Plan Templates	June 2023	In Progress
3) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, Linkit, MCAS) to identify student needs and teacher strategies necessary for addressing identified deficiencies	Administration Building Leadership Team Faculty	Formative Assessment Data Collection Tool MCAS Data Linkit Data	Weekly Ongoing	In Progress
4) Professional development for faculty on MTSS to better understand and address academic, behavioral and social-emotional needs of our students	Administration Tier 1, 2 & 3 Teams	MTSS Data Collection Tools (academic, SEL, behavioral data)	Yearly Ongoing	In Progress

5) Use of observation/evaluation data to reinforce best teaching practices focusing on academic, behavioral and social-emotional needs of students	Administration	Observation/ Feedback Teachpoint Rigor Rubric	Yearly Ongoing	In Progress
6) Ongoing professional development on empathetic personal interactions with students and a restorative practice approach to discipline	Administration	Discipline Data Observation/ Feedback	Yearly Ongoing	In Progress
7) Regular monitoring of student discipline and attendance data and continued identification of tiered interventions	Administration Tier 1, 2 & 3 Teams	Discipline & Attendance Data MTSS Data	Quarterly Ongoing	In Progress
8) Regular monitoring of social-emotional data to identify needs which will drive interventions and future program development	Administration Tier 1, 2 & 3 Teams	MTSS SEL Data	Quarterly Ongoing	In Progress
9) School Council meetings to share information and receive parent input into decision-making regarding school activities, policies and programs; supplemented by the annual Climate & Culture Survey	Administration School Council	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	In Progress
10) Student Council meetings to share information and receive student input into decision-making regarding school activities and school culture	Administration Student Council	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	In Progress
11) Use scheduled advisory time for social-emotional programming and academic interventions	Administration Building Leadership Team Mental Health Team	MTSS Data Collection Tools (academic, SEL, behavioral)	Weekly Ongoing	In Progress
12) Regularly use social media platforms, emails, one call system and School Newsletter	Administration	Facebook PlusPortals Newsletters	Weekly Ongoing	In Progress

Resolved: Having convened in an open meeting on **February 12, 2024**, prior to the SOI submission closing date, the **School Committee** of the **City of Gardner**, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated **February 2024** for the **Gardner Middle School** located at **297 Catherine Street, Gardner, MA** which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future:

Priority Category:

Priority 5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.

Description of Deficiencies:

The Gardner Middle School opened in 1997. The roof is original to the building and has been maintained as leaks have occurred, however, new leaks continue to occur at an increased pace and three assessments by different outside companies in the past several year have recommended repair or replacement;

and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the **City** to filing an application for funding with the Massachusetts School Building Authority.

Updated: 11/14/2023

Substituting Duties

Unit A teachers who are required to substitute for a full day teaching a subject they do not regularly teach, will be compensated an additional \$40 for the day.

Unit A members who are required to cover classes during their preparation period will be compensated an additional \$55 for each instance of coverage (\$110 to cover an entire double-block class). To the extent practicable, a Unit A member will not be asked to miss preparation time more than twice in one week.

Unit A members who are assigned to cover classes for absent teachers during their duty time (Non-Teaching/Non-Prep Time) will receive no additional compensation. While Common Planning Time (CPT) is considered a duty period, it is understood that missing CPT to substitute for absent teachers negatively impacts the products created during this important planning period. Administration will give due consideration to teachers who miss an inordinate amount of CPT.

The administration will make reasonable efforts to equitably assign substitution duties of Unit A members.



Gardner Public Schools

Mark J. Pellegrino, Ed.D *Superintendent*

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

School Committee Schedule of Meetings

City Council Chambers, City Hall

September 2024-June 2025

Regular Meetings – 6:30 PM

(2nd Monday of the month)

Monday, September 9, 2024

Tuesday, October 15, 2024
(Columbus Day, October 14th)

Tuesday, November 12, 2024
(Veteran's Day, November 11th)

Monday, December 9, 2024

Tuesday, January 7, 2025 (*Organizational
Meeting, 6:30 p.m.*)

Monday, February 10, 2025

Monday, March 10, 2025

Monday, April 14, 2025

Monday, May 12, 2025

Monday, June 9, 2025

Community • Appreciation • Responsibility • Excellence

GARDNER PUBLIC SCHOOL DISTRICT 2024-2025 SCHOOL CALENDAR Option 1**AUGUST 2024**

21 Teacher Leader Training
22-27 No School, Full Day, Professional Development for Faculty and Staff
28 First Day of School for Students
30 No School Labor Day Weekend

AUGUST 2024 (2)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025 (15)						
S	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEBRUARY 2025

5 Half Day, Professional Development
17 No School, Presidents' Day Observed
18-21 No School, February Vacation

SEPTEMBER 2024

2 Labor Day Holiday Observed
25 Half Day, Professional Development

SEPTEMBER 2024 (20)						
S	M	T	W	Th	F	S
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29	30					

MARCH 2025 (21)						
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9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

MARCH 2025

5 Half Day, Professional Development
19 Half Day, Professional Development

OCTOBER 2024

14 No School, Columbus Day/Indigenous Peoples Day Observed
30 Half Day, Professional Development for Faculty and Staff

OCTOBER 2024 (22)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025 (17)						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APRIL 2025

21 No School, Patriots' Day Observed
22-25 No School, April Vacation

NOVEMBER 2024

11 No School, Veterans' Day Holiday Observed
25-26 Half Day, Teachers' Conferences
27 Half Day, Thanksgiving Holiday
28-29 No School, Thanksgiving Holiday

NOVEMBER 2024 (18)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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MAY 2025 (21)						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY 2025

14 Half Day, Professional Development
26 No School, Memorial Day Holiday Observed
31 GHS Commencement

DECEMBER 2024

23-31 No School, Christmas Holiday Observed

DECEMBER 2024 (15)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
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JUNE 2025(8)						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUNE 2025

11 Half Day, 180th Day
12-18 181st - 185th Day
19 No School, Juneteenth Day Observed

JANUARY 2025

1 No School, New Year's Day Observed
2 Classes Resume
20 No School, Martin Luther King Day Observed

JANUARY 2025 (21)						
S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Superintendent's Office:

978 632-1000

Gardner High School:

978-632-1600 7:35am - 2:35pm

Gardner Academy:

978-632-1673 7:35am - 2:45pm

Gardner Middle School:

978-632-1603 7:00am - 1:55pm

Gardner Elementary:

978-991-0900 9:00am - 3:15pm

Pupil Services:

978-632-4076

Early Release Times:**GHS 10:35am****GALT 10:35am****GMS 10:00am****GES 11:30am****Updated on: February 12, 2024**

GARDNER PUBLIC SCHOOL DISTRICT 2024-2025 SCHOOL CALENDAR **Option 2**

AUGUST 2024

22 Teacher Leader Training
26-29 No School, Full Day,
Professional Development for
Faculty and Staff

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025 (15)						
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEBRUARY 2025

5 Half Day, Professional
Development
17 No School, Presidents' Day
Observed
18-21 No School, February
Vacation

SEPTEMBER 2024

2 Labor Day Holiday Observed
3 First Day of School for Students
25 Half Day, Professional
Development

SEPTEMBER 2024 (20)						
S	M	T	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30					

MARCH 2025 (21)						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH 2025

5 Half Day, Professional
Development
19 Half Day, Professional
Development

OCTOBER 2024

14 No School, Columbus
Day/Indigenous Peoples Day
Observed
30 Half Day, Professional
Development for Faculty and Staff

OCTOBER 2024 (22)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025 (17)						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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Observed
22-25 No School, April
Vacation

NOVEMBER 2024

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Holiday Observed
25-26 Half Day, Teachers'
Conferences
27 Half Day, Thanksgiving Holiday
28-29 No School, Thanksgiving
Holiday

NOVEMBER 2024 (18)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025 (21)						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY 2025

14 Half Day, Professional
Development
26 No School, Memorial Day
Holiday Observed
31 GHS Commencement

DECEMBER 2024

23-31 No School, Christmas
Holiday Observed

DECEMBER 2024 (15)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025(10)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUNE 2025

13 Half Day, 180th Day
16-23 181st - 185th Day
19 No School, Juneteenth Day
Observed

JANUARY 2025

1 No School, New Year's Day
Observed
2 Classes Resume
20 No School, Martin Luther King
Day Observed

JANUARY 2025 (21)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Superintendent's Office:

978 632-1000

Gardner High School:

978-632-1600 7:35am - 2:35pm

Gardner Academy:

978-632-1673 7:35am - 2:45pm

Gardner Middle School:

978-632-1603 7:00am – 1:55pm

Gardner Elementary:

978-991-0900 9:00am - 3:15pm

Pupil Services:

978-632-4076

Early Release Times:

GHS 10:35am

GALT 10:35am

GMS 10:00am

GES 11:30am

Updated on: February 12, 2024



District Calendar Survey Results 2024-2025

2024-2025 Calendar Options

Option 1

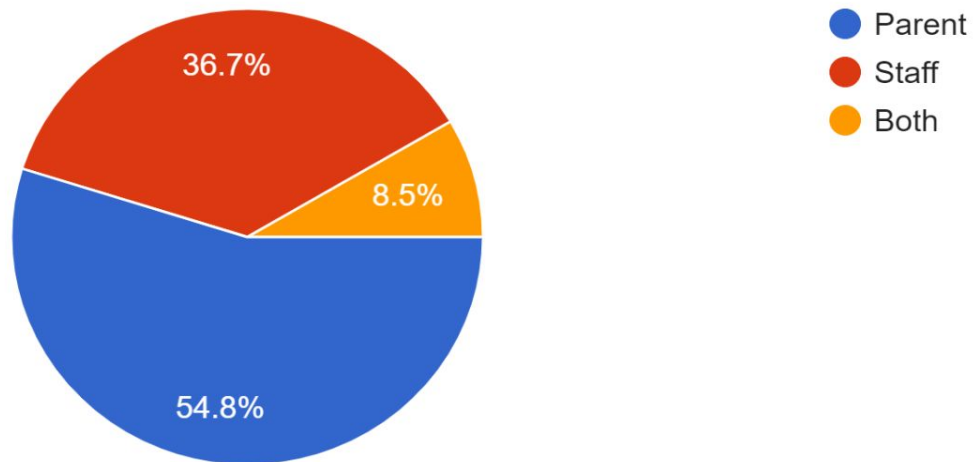
- **First Day for Staff:**
 - Thursday, August 22, 2024
- **First Day for Students:**
 - Wednesday, August 28, 2024
- **Last Day for Students:**
 - Wednesday, June 11, 2025

Option 2

- **First Day for Staff:**
 - Monday, August 26, 2024
- **First Day for Students:**
 - Tuesday, September 3, 2024
- **Last Day for Students:**
 - Friday, June 13, 2025

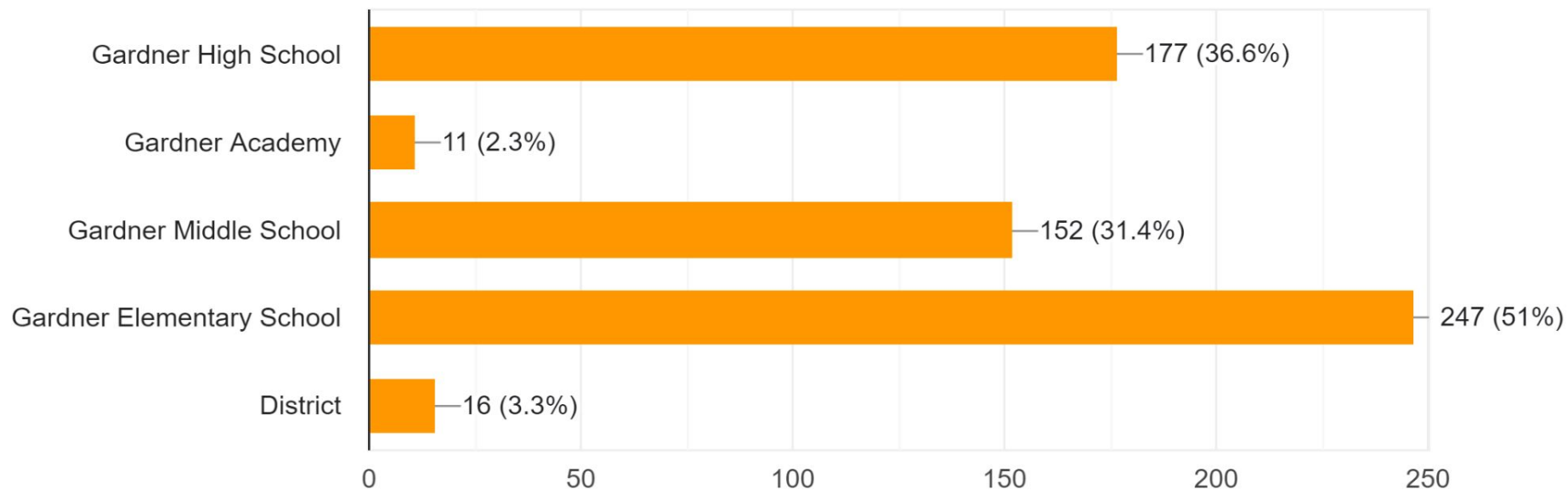
Are you a parent or staff member?

485 responses



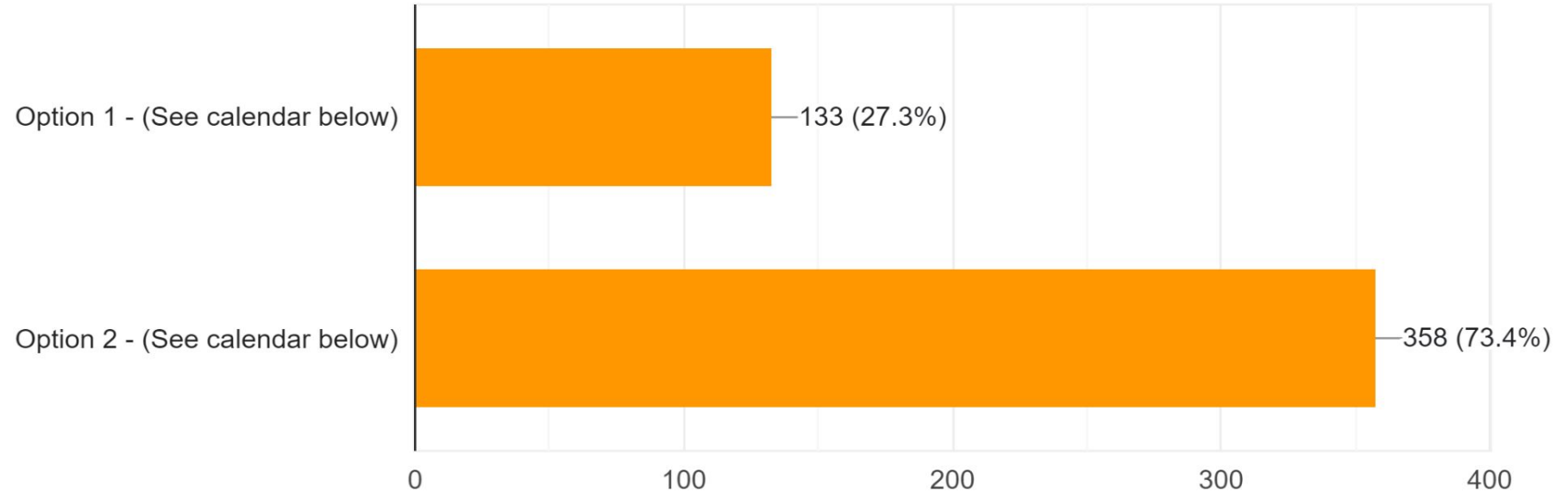
Please select your school(s). Select all that apply.

484 responses



Please select your preferred Calendar Option

488 responses





Gardner Public Schools

Melissa Paine, *College & Career Readiness Program Coordinator*

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

College & Career Readiness Program Update to School Committee – Feb 12, 2024

Early College Programs:

- As of February 1, 2024 our current enrollment and demographics for our Early College Programs is as follows:
 - Early College Academy (including Pathways which is an Associates Degree Program) 94 students (28 on track for an Associate's)
 - 58% Juniors
 - 42% Seniors
 - Gateway to College- 122 students
- Early College Academy Demographic Data

	White	Black	Hispanic	Multi-Race Non Hispanic	Low Income	Students with Disability	ELL
Early College 22-23	75%	4.10%	13.80%	6.90%	34.70%	0%	0%
Early College 23-24	61.7%	8.5%	19.8%	10.6%	4%	2.1%	0%
Overall GHS Population	59%	4.7%	26.8%	7.5%	58.80%	19.7%	2.70%

- Gateway Demographic Data

	White	Black	Hispanic	Multi-Race Non Hispanic	Low Income	Students with Disability	ELL
Gateway 23-24	52.5%	5%	21.2%	21%	52%	10.2%	0%
Overall GALT Population	62.2%	7.9%	20.5%	8.7%	62.2%	19.7%	1.60%

- While we have made improvements this academic year to increase access to our low income students and students of color, we continue to struggle to engage our students on IEP and our ML population. This is a trend identified across the state. Starting last week DESE launched two working groups that I am participating in to further explore barriers for these students and how we can not only encourage enrollment but ensure they have supports for success in Early College.

Additional Programming & Updates

- Auto Technology: We had 13 students complete Intro to Auto Technology through MWCC at the MWCC Auto Tech Facility for the fall semester. 7 of the 13 students will be taking the second course, Electrical Systems 1. At this time 4 of the students have applied into the MWCC Auto Technology program to enroll after graduation.
- CNA: We currently have 10 students enrolled to start their Certified Nursing Assistant course on February 12th.

This course is run in partnership with MWCC Adult Education. Upon completion of this course (April 21) all 10 students are eligible for CNA examination and licensure. In addition to these 10 students we have an additional 4 students enrolled in NUR 117: Nursing Assistant Theory. This is an accredited college nursing course which applies to the MWCC LPN program and is transferable to Fitchburg State nursing program. Additionally, upon completion of this course these 4 students will also be eligible for CNA Certification.

- Additional Dual Enrollment Classes: 20 students completed English 101 through MWCC which was offered in the GHS building. We had an 85% pass rate for this course. We have 16 of the students currently enrolled in English 102 for the spring semester. We also had 13 students complete Fundamentals of Marketing through Fitchburg State which was offered in GHS and instructed by [Adam Lewis](#) who is an adjunct faculty with FSU. We currently have 12 students enrolled in the Principles of Management course for the spring semester.

Montachusett Vocational Partnership:

- We are continuing the planning for our new Chapter 74 partnership with Monty Tech. We will be starting student recruitment and parent information sessions for the first week of March. Our Chapter 74 program will allow 20 GHS students to participate in a partnership program for Electrical and Carpentry (10 students in each) starting fall 2024. This program will be open for sophomores and juniors the first year and then only sophomores moving forward. It is a 2 year commitment and allows GHS students to access 900 hours of vocational training during the school day while remaining a member of GHS and GALT.
- Our next planning meeting to start working on program logistics and schedules will be 2/9. Information will be sent out to students and parents following this next planning meeting.

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

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

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

February 5, 2024

Data Driven Instruction:

As part of implementing the Multi-Tiered System of Supports (MTSS) model throughout the district, we utilize the Amplify mCLASS Data System to deeply analyze early literacy progress (grades K-4) and to implement “just right” interventions to all students based on progress data from those reports. Below, you will see the aggregate results of the DIBELS 8 reading assessments.

As a reminder, the District has committed to focus academic resources and supports in the areas of early literacy and elementary/middle grades mathematics as determined by student achievement data and as is consistent with data results across the state. Schools continue to collect growth data in these two areas, and analyze that data to determine strategic academic supports and interventions.

DIBELS assessments are designed to measure growth in the acquisition of early reading skills. The assessments are quick checks that measure growth in reading for our students in grades Kindergarten through four (4). Results are broken into seven categories for the purpose of identifying specific skill strengths and deficiencies. The measured skills include phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

DIBELS 8 Reading Assessment

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	% Approaching or Meeting Benchmark	% Approaching or Meeting Benchmark	% Approaching or Meeting Benchmark	% Approaching or Meeting Benchmark	% Approaching or Meeting Benchmark
Winter Data					
Actual Results 2023-2024	56%	60%	71%	65%	63%
Actual Results 2022-2023	57%	69%	61%	56%	66%
Actual Results 2021-2022	66%	57%	47%	59%	71%
Actual Results 2020-2021	52%	42%	36%	32%	36%

The results indicated above through 2023-2024 represent separate cohorts of students. Cohorts are color coded to represent the growth of each grade level cohort from winter of 2021 through winter of 2024. Using this analysis, we are able to see the grade level cohorts who have

shown the most growth over the past several years and which grade level cohorts have shown the least growth over the past several years. The data reveal that reading scores are higher at every grade level in winter of 2024 than those from winter of 2021. Grades 1 and 2 average score results are higher than the winter expected results and Grades 3 and 4 are within 3.5 points from the winter expected results. This suggests significant progress in meeting the District goal of students reading on grade level by the end of grade four.

Linkit winter benchmark assessments are in progress. I will share these results in my March report.



Gardner Public Schools

Rebecca McCaffrey, *Director of School Health Services*

www.gardnerk12.org

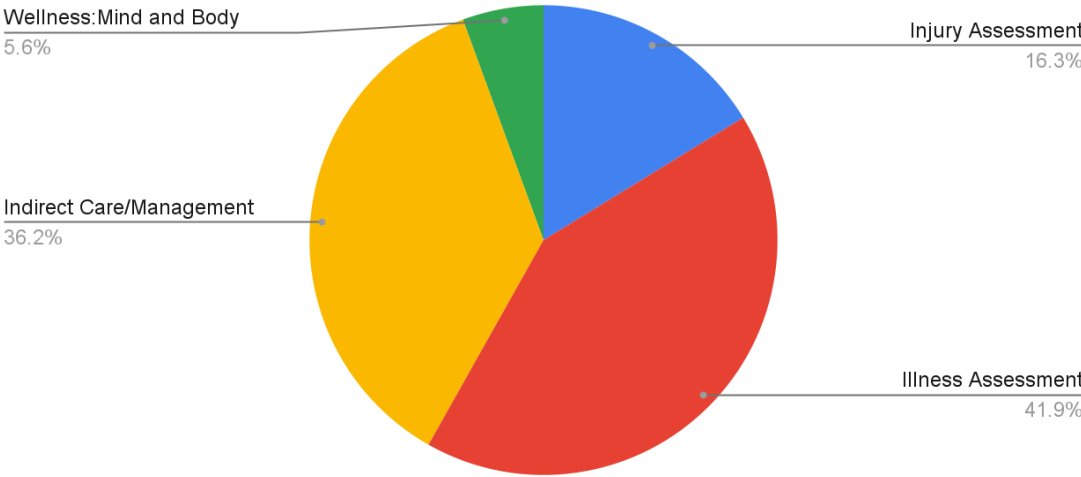
160 Elm St, Gardner, MA 01440

(978) 410-7468

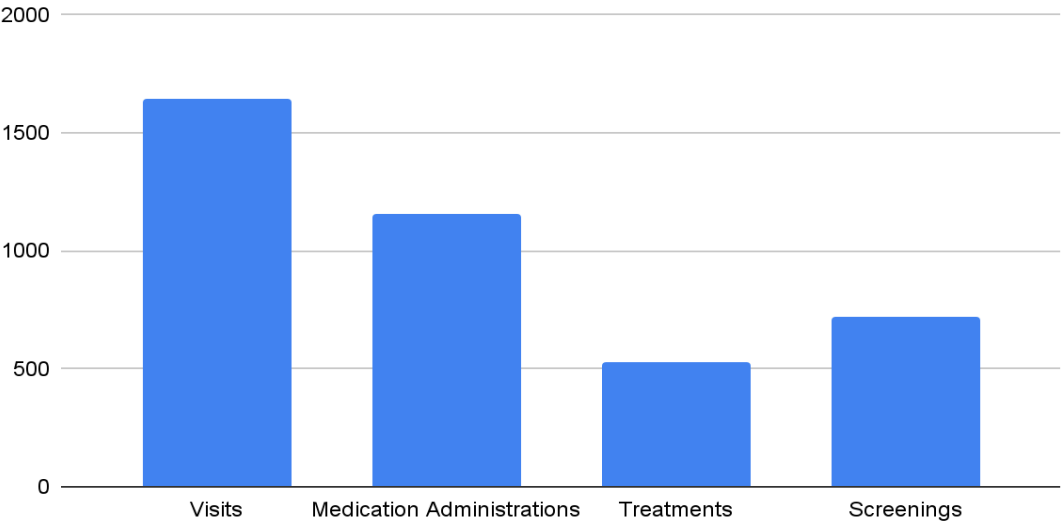
School Health Services Update to School Committee – February, 2024

January 2024 Health Office Data:

District Health Office Data by Primary Issue for month of January 2024



District Health Office Data for month of January 2024



Comprehensive Health Needs Assessments for ELL::

Nurses are conducting Comprehensive Health Needs Assessments on all of our ELL students. During the Comprehensive Health Need Assessment on 204 ELL students the following are checked in the students health record:

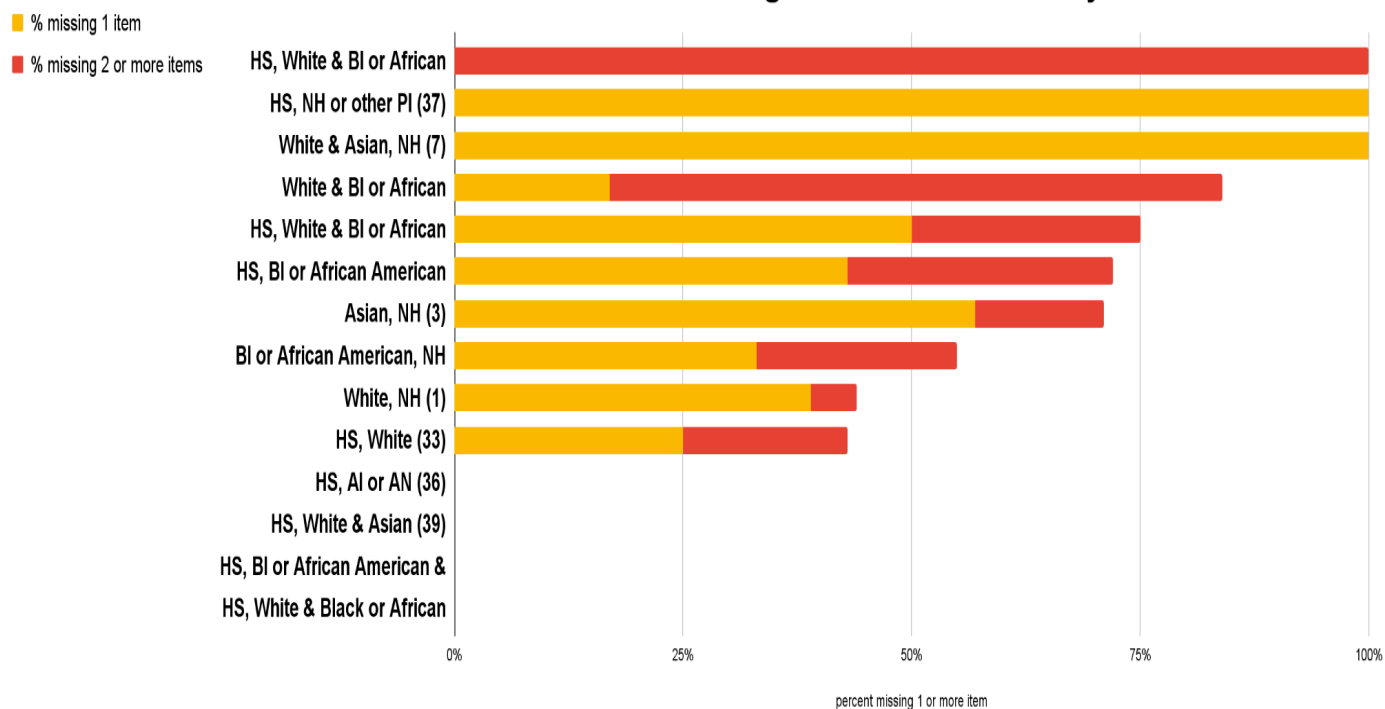
- Current Annual Emergency Health Service Form
- Vaccines
- Primary Care Physician
- Dentist
- Health Insurance
- Current Physical Exam
- Screening referral not returned

They also check in PowerSchool if the student was chronically absent last year and if they are at risk to be chronically absent this school year.

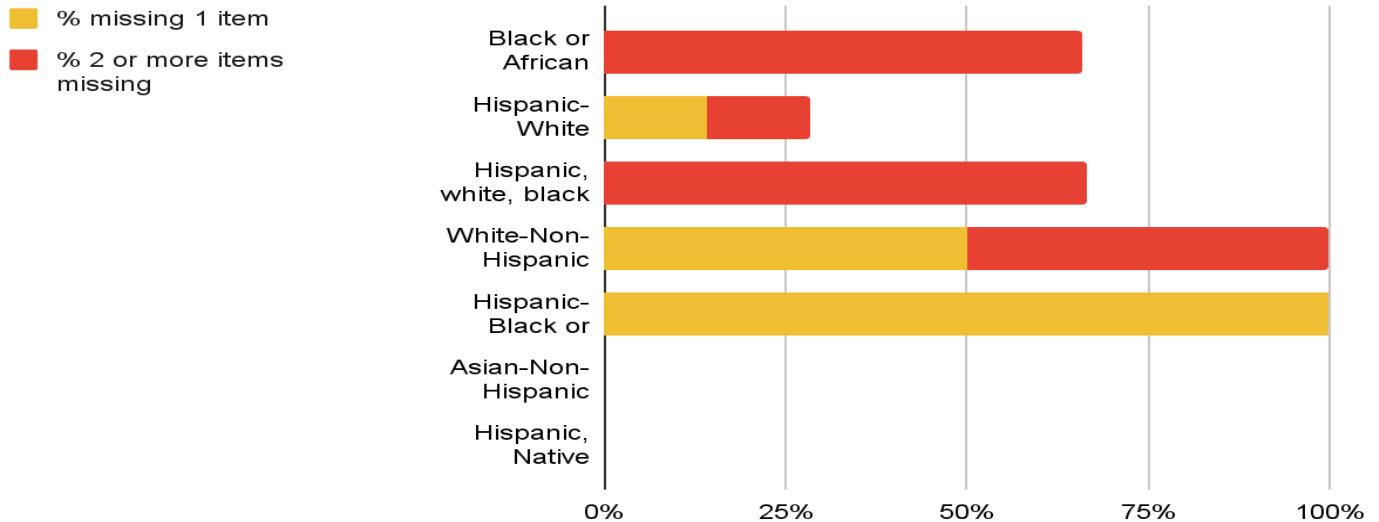
- Step 1. Identify the students
- Step 2 Collect baseline data from health record
- Step 3. Prioritize demographic groups with most health indicators missing
- Step 4. Contact parents/guardians to collaborate to close gaps in healthcare access by providing support and resources

Nurses are currently on Step 4 of this continuous quality improvement project that supports the outcomes in our Comprehensive School Health Services grant from the state of Ma.

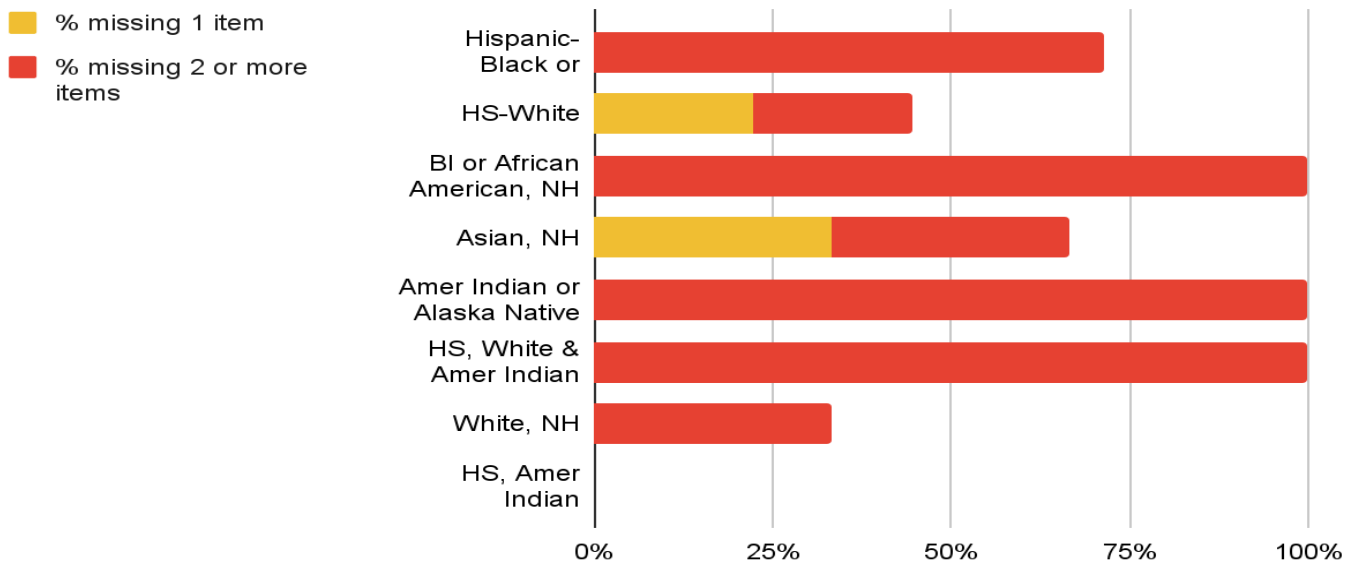
GES Percent of ELL students missing health indicators by Race



GMS Percent of ELL Students Missing Health Indicators by Race



GHS Percent of ELL Students Missing Health Indicators by Race



State Mandated Health Screenings: The Lion's Club has been assisting our school nurses with our State Mandated Health Screenings this year. Health Screenings are complete throughout the district for this school year.

Wellness Committee: The Wellness Committee has met three times this year with a focus on staff wellness. We held a movie night for staff at the Gardner Cinema with reduced ticket pricing where 63 staff members and families watched the movie WISH. We also are planning a group discount event at the Hanover Theatre to watch a teacher comedy show. 28 staff members are signed up for the comedy show. The committee has also been focused on communications around Care Solace. Care Solace is a program where staff can anonymously receive assistance accessing mental health services for themselves and/or their family members. We also created a staff wellness newsletter to share with our staff. The

newsletter can be accessed [HERE](#).

Gardner Public Schools

Lori Simpson, Ed.D., *Director of Multilingual Learner Education*

www.gardnerk12.org 70 Waterford Street, Gardner, MA 01440 (978) 632-1000



Multilingual Learners Update – February 5, 2024

New Enrollments

Since September, the district has seen an increase of 60 students identified as English Language Learners. This brings our total number of students identified as multilingual learners to 322 with 244 of them currently enrolled in ESL classes. Seventy-eight students have reached the language proficiency benchmark that designates them as former EL students or have parents who have chosen to opt them out of receiving ESL services. Students who exit the program are monitored by teachers for 4 years to ensure their continued success.

Parent Engagement

On September 13, the Multilingual Learner Department hosted a family game night. There were about 6 families in attendance. We had a fun night playing Jenga, Checkers, Mankala, and other games while learning about each other and our family traditions.

We will be hosting our second annual Bingo for Books night on February 29. This event was popular last year, especially with our elementary students. Everyone went home with a book and enjoyed playing Bingo with their families and friends.

We will be hosting our third ELPAC meeting of the year on February 13. This year, we've started having meetings virtually in the morning and in person in the evening. This format seems to be working for some families, but we are still trying to boost attendance. The February meeting topic will be College and Career Readiness and Melissa Paine will be joining us to provide insight into this important topic for our families.

ACCESS Assessment

All ELL students are completing the ACCESS for ELLs WIDA Assessment. This test is given annually in January and February. The testing window will close on February 13. All students who are identified as current EL students are tested, whether they are in ESL classes or have opted-out. Student scores are sent to schools in early June. We use these scores to determine English Language Proficiency for ELL students. The scores are used for scheduling students the following year or for reclassifying them as Former EL (FEL) students.

Program Evaluation

We have been providing information for the required progress update in response to the DESE findings during the program evaluation conducted last year. Our next due date for submission of evidence is February 16, 2024.

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Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

Grants & Communications Update to School Committee – February 12, 2024

Grants

FY24 Grants

The district has been awarded the following grants, for School Committee Approval:

- FC344 Homeless Emergency Support Grant to help assist families, in newly designated shelters, with meeting their basic needs.
- FC205 ESL Certification Support Grant to assist existing staff members with completing modules and testing to become licensed ESL teachers.

The district has applied for, and is waiting for approval of, the following grants:

- N/A

The district has been exploring applying for the following grants:

- FY24 Commonwealth Preschool Partnership Initiative Planning and Implementation Grant
- FY24 FC213: Implementing Strategies to Reduce or Eliminate the Use of Time-Out Rooms Federal Competitive Special Education Program Grant
- FY24 FC542: Summer Food Service Program: Expansion, Access, Training and Start-Up (SFSP EATS) Grant for New and Existing Sponsors

Additionally, the district is currently working to close out FY23 multi-year grants including Fund Code 240, Fund Code 262. Titles II, III and IV are still being spent and are expected to be spent down before the end of the school year.

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Gardner Public Schools

Joyce West, Director of Pupil Personnel Services



www.gardnerk12.org

160 Elm Street, Gardner MA 01440

(978) 630-4076

February 5, 2024

Report to the School Committee Special Education Updates

SPECIAL EDUCATION DEPARTMENT:

Annually, DESE is required to identify each districts' specific needs for technical assistance or intervention in the area of special education. DESE assigns each district to one of four categories: Meets Requirements (MR), Needs Assistance (NA), Needs Intervention (NI), and Needs Substantial Intervention (NSI). This determination process was revised in 2021 to focus on data that most impacts outcomes for students with disabilities and was recently updated in 2023 separating compliance criteria and performance criteria. Gardner has been identified as Meeting Requirements (MR).

Every year the federal and state regulations review the district identification of special education students who will participate in the MCAS-Alt, the state's alternative assessment. The Every Student Succeeds Act (ESSA) restricts the number of students with disabilities who may participate in statewide alternate assessments each year which may not exceed one percent of the number of students who take the MCAS test in each subject. This cap has been in effect since the 2016–2017 school year and applies to all states. Participation in alternate assessments is limited to students with the most significant cognitive disabilities. The District met the requirements for the 2023 school year and anticipates that participation for 2024 will remain in compliance.

The District Special Education Department will hold its first of four professional development training sessions for all special education teachers and staff on the new IEP form this week. At this training session it will be shared that the district is switching to a new special education database as the new IEP form is rolling out. The Department will switch it's current IEP and 504 caseloads from Frontline to Powerschool by the end of the 2023-24 school year.

In addition to the numerous hours needed for professional development, the switch to a new database will be time consuming. The Department anticipates that there will be weekly meetings with Powerschool over the course of the next 15 weeks. The anticipated plan is that all information will be rolled over by the end of May 2024 and training for staff usage will begin.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC):

A SEPAC meeting was held on January 18, 2024. This was a virtual meeting with 5 parents and 1 community member in attendance not including the SEPAC officers and Special Education Administrator. The SEPAC is working on a survey and looking to increase parent involvement and attendance.

DISTRICT MTSS SEL TEAM:

The District MTSS SEL Team held its first working meeting with its family and community partner members. The meeting focused specifically on student attendance rates and evidenced based practices to partner with families to improve student attendance. The working group made recommendations for the District to consider in its next planning and implementation steps to improve student attendance.