

Gardner High School Program of Studies



2026-2027

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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>	<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>
<u>Evidence</u>	<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>
<u>Analysis</u>	<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 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>
<u>Knowledge and Understanding</u>	<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>
<u>Main Idea (Gist)</u>	<p>Most important who/what</p> <p>All important information about who/what</p> <p>In your words</p> <p>10 or fewer words</p>	<p>Most important who/what</p> <p>Most important information about the who/what</p> <p>In your own words</p> <p>Between 11-15 words</p>	<p>Most important who/what may be unclear or not specific</p> <p>Some important information about the who/what</p> <p>Mostly in your own words</p> <p>Between 16-20 words</p>	<p>Most important who/what missing/incoherent</p> <p>Minimal important information about the who/what</p> <p>Somewhat in your own words may have too many quotes</p> <p>Over 20 words</p>

WRITTEN/ARGUMENTATIVE RUBRIC

Area/Standard	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0	Entering/Beginning 1/0
Focus/Claim	<p>Insightfully addresses all aspects of the prompt</p> <p>Introduces artful and precise claims(s) in a sophisticated thesis statement</p>	<p>Competently addresses all aspects of the prompt</p> <p>Introduces precise, knowledge claims(s) in a clear thesis statement</p>	<p>Superficially address all aspects of the prompt</p> <p>Introduces reasonable claims(s) in a thesis statement</p>	<p>Partially addresses aspects of the prompt</p> <p>Introduces superficial or flawed claim(s) in a weak thesis statement</p>	<p>Minimally addresses some aspects of the prompt</p> <p>Fails to introduce a relevant claim and/or lacks a thesis</p>
Organization Structure	<p>Skillfully orients reader to topic(s) in introduction</p> <p>Thoughtfully develops claims(s) with relevant body paragraphs</p> <p>Provides a meaningful and reflective conclusion which draws from and supports claim(s)</p> <p>Creates cohesion through skillful use of linking words, phrases and clauses within and between paragraphs</p> <p>Includes purposeful and logical progression of ideas from beginning to end</p>	<p>Orients reader to topic(s) in introduction</p> <p>Develops claim(s) with relevant body paragraphs</p> <p>Provides a conclusion that follows from and supports claim(s)</p> <p>Creates cohesion through use of linking words, phrases, and clauses within and between paragraphs</p> <p>Includes logical progression of ideas from beginning to end</p>	<p>Partially orients reader to topic(s) in introduction</p> <p>Superficially develops claim(s) with body paragraphs</p> <p>Provides a conclusion which repetitively or partially supports claim(s)</p> <p>Creates some cohesion through basic linking words, phrases, and clauses within and between paragraphs</p> <p>Includes adequate progression of ideas from beginning to end</p>	<p>Inadequately orients reader to topic(s) in introduction</p> <p>Inadequately develops claim(s) with minimal body paragraphs</p> <p>Provides an adequate conclusion</p> <p>Uses limited and/or inappropriate linking words, phrases, and clauses</p> <p>Includes uneven progression of ideas from beginning to end</p>	<p>Fails to orient reader to topic(s) in introduction or introduction is missing</p> <p>Fails to develop claim(s) with body paragraphs</p> <p>Omits conclusion</p> <p>Uses few or no transition/linking words, phrases, and clauses</p> <p>Includes little or no discernible organization of ideas</p>
Evidence/Support	<p>Provides substantial and pertinent evidence (4) to 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 Counseling Department has created lessons and programs designed to expand a student's personal, social, academic and career skills and goals. At Gardner High School we are pleased to offer **SchoolLinks** as our all-inclusive college and career planning platform. This program offers intuitive tools designed to engage our students in exploring, planning, and preparing for college and careers. The program engages students in all grades with intuitive college and career exploration tools. It also helps streamline the college application process and tracks student outcomes from graduation to career placement. SchoolLinks is embedded into Gardner High School's school counselor curriculum at all levels.

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.

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.

Support 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.

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 classes through our Early College Academy 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 employment. 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 school 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.

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.

All students who register for an AP course will be expected to complete the course and take the AP exam. If a student does not take the AP exam, the AP designation will be removed from the course name on the student's transcript and will be changed to honors level.

If not enough students sign up for particular Advanced Placement (AP) courses, they may not run or we may offer those selected courses every other year.

HONORS

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

English

Honors English (9-12)

Science

Honors Biology (9-10)

Honors Chemistry (10-12)

Honors Physics (10-12)

Honors Anatomy & Physiology (11-12)

World Language

Honors Spanish 2, 3, 4, 5

Honors French 2, 3, 4, 5

Mathematics

Honors Geometry

Honors Pre-Calculus

Honors Algebra 2

Social Studies

Honors Modern World
History 2 (9)

Honors US History 1
(10)

Honors US History 2
(11)

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
AP Music

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’s 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	5
The Arts**	5
Financial Literacy	2.5
Electives	30
Total Credits	115
**ART CLASSES INCLUDE: All Music and Art Classes, Drama, Dance, Makerspace & other approved art-related classes	MassCore description see page 21

In addition to meeting the above course graduation requirements, all students in the class of 2025 and beyond must sit for, and complete, all MCAS sections (English, Math, Science), along with meeting the following competency standards in order to meet the required Gardner Public Schools Competency Determination (CD) to earn a high school diploma.

For the classes of 2026, successful Competency Determination (CD) requires a qualifying score on the MCAS prior to December 5, 2024 **or** receiving a passing grade (60 or higher) in the following coursework or their course equivalents*:

- English 9 and English 10
- Algebra I and Geometry
- Biology, Chemistry, or Physics

The class of 2027 and thereafter, successful Competency Determination (CD) requires receiving a passing grade (60 or higher) in the following coursework **or** their course equivalents*:

- English 9 and English 10
- Algebra I and Geometry
- Biology, Chemistry, or Physics
- US History I or US History II

* - The principal shall be responsible for determining what courses satisfy “course equivalents.”

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 a Fitness class. 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.

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 Count 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

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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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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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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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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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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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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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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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. 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

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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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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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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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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FARM TO TABLE: OUR FOOD SYSTEMS: In this course students will integrate the sustainable agricultural practices of farmers who grow our food and the people who prepare and consume it. Students will learn about supporting local economies, promoting biodiversity, encouraging sustainable farming practices, reducing the carbon footprint, and improving food quality and nutrition. In this class, students will work directly with local agencies and farmers while learning about the food to table social movement which promotes serving locally grown food directly from its origin to consumers.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1766
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MATHEMATICS

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

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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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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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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AP MUSIC: This class is designed for students who want to learn about advanced music theory. Students will develop a working knowledge and understanding of music analysis and composition. Topics in this class will be related to the Advanced Placement Music Theory exam. That is given at the end of the school year in May. Students in this course who are currently enrolled in musical ensembles such as band or chorus will also gain a better understanding of the music they perform on a daily basis. Summer work is a mandatory part of this course. There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. Students who enroll in this course must take the AP exam.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1510
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SCIENCE

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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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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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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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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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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BIOTECHNOLOGY: This full year biotechnology course provides students with dynamic and engaging exploration of the cutting-edge technologies shaping our world. Focusing on the scientific innovations that impact health, medicine, and society, students will investigate critical topics such as health equity, disease treatments, and recent scientific breakthroughs. Through hands-on experiments, case studies, and project-based learning, students will develop a deep understanding of biotechnology's role in advancing healthcare and addressing global challenges.

By the end of the course, students will not only gain a solid foundation in biotechnology but also develop the critical thinking and problem solving skills necessary to contribute to the future of science and technology. This course prepares students for further study in biotechnology, medicine, and related fields, while fostering an awareness of the ethical, societal, and global implications of biotechnology advancements.

Grade: 10-12	Credits: 5	Level: College Preparatory	Course#: 1456
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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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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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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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SOCIAL STUDIES

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

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

Grade: 9-12	Credits: 5	Level: Honors College Preparatory	Course#: 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#: 1353
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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#: 1354
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HISTORY OF HIP HOP & RAP: This half year class begins with 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. Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1352
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MODERN HISTORY THROUGH POPULAR CULTURE: This half year class will use popular culture (music, movies, television, literature, video games) as a lens to interpret events in modern history starting in the 1970s and working our way to the present day. Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1385
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TECHNOLOGY/ENGINEERING

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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HONORS ENGINEERING & TECHNOLOGY: This full-year Honors Level Engineering & Technology course is beneficial to any student interested in careers related to engineering, physical sciences, mechanics, transportation, technological fields, or any aspect of manufacturing. The principles of Honors Engineering & Technology review seven major topic areas: Forces, Work, Rate, Resistance, Energy, Power, and Force Transformers. In each of the seven major topic areas, students will study and gain a practical understanding of mechanical, fluid, electrical, and thermal systems as they relate to each topic area. This course has a heavy emphasis on application. Students will be engaged in creative lab activities through the course.

Grade: 10-12	Credits: 5	Level: Honors	Course#: 1451
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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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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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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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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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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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INTRO TO AUTOMOTIVE/TRANSPORTATION TECHNOLOGY: This semester course is for students who want to learn about automotive ownership costs, how to perform routine maintenance, minor repairs and how to buy, sell, evaluate, modify, and personalize automobiles. Automotive theory, diagnosing common problems, performance, safety, pollution, insurance, hybrid designs, small engines, and societal impacts of all forms of transportation will be studied. The students will be involved in hands-on and theoretical learning.

Expectations for students learning: Students will think critically, listen actively, and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1436
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WORLD LANGUAGE

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.

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.

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.

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.

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: 8-12	Credits: 5	Level: Unweighted	Course#: 1878 (10-12) 1877 (8-9)
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READING: This course is for selected students identified as needing additional reading support as per their IEPs. Students will receive support that will reinforce reading skills and strategies. This will be done through targeting instruction along with various engaging texts and online programs.

Grade: 8-12	Credits: 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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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.

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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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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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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FIRST YEAR EXPERIENCE (FYE): This course is designed to help prepare students, who are considering attending a two or four year college after graduation, with the transition to college life by teaching essential academic, personal, and social skills. Topics will include time management, study strategies, campus resources, self-advocacy, career planning, and critical thinking to foster a sense of belonging and prepare for a successful college career. A great deal of college and career research is embedded into this course and will include visits to college campuses. The SchoolLinks Program will be used to support research and information gathering.

Grade: 10	Credits: 2.5	Level: College Preparatory	Course#: 1931
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FRESHMAN SEMINAR: This course is designed to develop students' academic, personal, and social skills as they prepare for high school and beyond into college or a career. Topics will include setting and achieving goals, improving self-image, and building positive relationships. This course is also designed as a check-in and monitor system of students grades and academic progress. Students will also complete interest and skills inventories and will engage in college and career research. The SchoolLinks Program will be used to support research and information gathering.

Grade: 9	Credits: 2.5	Level: College Preparatory	Course#: 1913
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MONTACHUSETT VOCATIONAL PARTNERSHIP PROGRAM (MVP ACADEMY):

Gardner Public Schools and Monty Tech have a unique partnership program that allows our 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 at Gardner High School, followed by a shop week on the Monty Tech MVP Campus. This alternating weekly schedule will continue for the entire school year. 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 High School with a high school diploma, 900 vocational training hours, industry credentials, and some will have co-op experience. Our goal is to provide our students with vocational training while they are still enrolled at Gardner High school to better prepare them for careers in these vocational fields after graduation.

Interested students may apply for one of the following programs:

- Carpentry
- Electrical
- Plumbing

Academic Courses Include:

- MVP English 11/12 (two blocks each)
- MVP Algebra 11/12 and MVP Advanced Algebra Topics 11/12 (two blocks each)
- MVP US History II 11/12
- MVP Technology Applications 11/12

* Please note that in order to be eligible for the MVP Academy, students cannot be credit deficient going into their junior year. If there are more applications than there are spots available, there will be a blind lottery to fill the allotted spots and to produce a waitlist.

MWCC Automotive Courses: In conjunction with MWCC, Gardner High School offers college-level automotive courses free of charge. These courses are taught during the school day by licensed automotive instructors at the new state of the art MWCC Automotive Center. Students will simultaneously earn both high school and college credits with a passing grade in these courses. These credits will transfer directly into the MWCC Autotechnology certificate or associates degree programs for students who wish to pursue further coursework in automotive technology after graduation. Students must meet eligibility requirements to enroll in these classes and should see their school counselor or the College and Career Program Coordinator for more information. Typically, the first two classes in the program are:

- Introduction to Automotive Technology
- Electrical Systems I

Grade: 11-12	Credits: 17.5	Level: College Preparatory	Course#: 1436 & 2461
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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 ACADEMY (ECA)

Through our Early College Academy and in conjunction with Mount Wachusett Community College (MWCC), Gardner High School offers eligible junior and seniors access to college courses, free of charge. While enrolled in these classes, students with passing grades will earn five credits per class towards fulfilling high school graduation requirements, while at the same time earning three college credits. Classes are taught by college professors at both the high school and also on the MWCC campus. ECA course offerings are extensive. Please refer to the [MWCC Course Catalog](#) for a list of possible courses to be offered. Students must meet eligibility requirements and should consult with their school counselors or the College and Career Program Coordinator.

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.)

ALTERNATIVE COURSE OFFERINGS

(with prior written approval of administration)

MAKE UP CREDIT/SUMMER SCHOOL

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

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

CREDIT RECOVERY

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

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

OUTSIDE COURSES

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

GARDNER ACADEMY FOR LEARNING AND TECHNOLOGY (GALT)

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

The Gardner Public School's GALT Program supports students in recognizing their strengths through individualized programming while providing the opportunity to participate in an alternative education setting.

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 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.