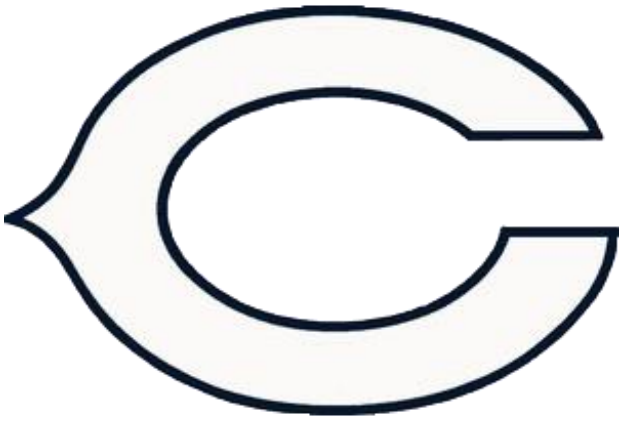
# COHASSET HIGH SCHOOL

***Empower Students to Improve Communities***

# PROGRAM OF STUDIES



Grades 9 – Grade 12

2024-2025

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# Preface

This Program of Studies presents descriptions and prerequisites for all of the courses currently offered at Cohasset High School. It should be utilized in planning a personalized school program consistent with student ability, need, interests, and educational goals. Students should work with their parents/guardians, teachers, and counselors to formulate the program best suited for them.

All students must meet the Massachusetts Department of Elementary and Secondary Education time on learning requirements and schedule courses to maximize learning in their school day each semester. When selecting courses, students and families should consider post-secondary plans, school requirements, student interests, and credits needed for promotion and graduation. Students are required to take at least six major courses during each school year.

Courses should be selected carefully, and students should resolve to carry out the chosen program of studies to a successful conclusion. Once a student is enrolled in a course, he/she will be required to complete that course unless extraordinary circumstances arise.

# VISION OF THE GRADUATE

# GRADUATION REQUIREMENTS

A student needs 175 credits to be eligible for a diploma and must complete the equivalent of six major courses (12 terms of study) per year. In addition, all students must meet the following minimum requirements:

- Each student must achieve a passing grade in English each year for four years, and accrue at least thirty (30) credits;
- Each student must achieve a passing grade in four courses of mathematics, accruing at least twenty (20) credits. Of these four courses, one must be Algebra II;
- Each student must achieve a passing grade in four courses of science, accruing at least seventeen and one half (17.5) credits;
- Each student must achieve a passing grade in four courses of social studies, accruing at least twenty (20) credits (note: AP US History could count as both US I and US II). Of these four courses, students must pass World History or AP European History, and United States History I and II or AP U.S. History.
- Each student must achieve a passing grade in the equivalent of three courses in World Language, accruing the equivalent of fifteen (15) credits;
- Each student must achieve a passing grade in the equivalent of three quarters of physical education/wellness and two quarters of health education, accruing at least twelve and one half (12.5) credits;
- Each student must achieve a passing grade in three courses in visual and performing arts, accruing at least seven and one half (7.5) credits.

The Massachusetts Education Reform Law of 1993 (G.L. c.69, § 1D) requires that all students who are seeking to earn a high school diploma must meet the Competency Determination (CD) standard in addition to meeting all local graduation requirements. Students must earn a passing score on the MCAS tests in English Language Arts (ELA) and Mathematics, and one of the Science and Technology/Engineering (STE) tests (Biology, Chemistry, Introductory Physics, and Technology/Engineering) to meet their CD requirement.

Because of the transition to the next-generation MCAS tests, there are currently different CD requirements depending on the student's original class, as shown in the table below.

| **Classes of 2024 and 2025*** | | |
|---|---|---|
| **Subject** | **Option 1** | **Option 2** |
| **ELA** | Earn a score of **472** or higher | Earn a score of **455–471**<br><br>and<br><br>Fulfill the requirements of an Educational Proficiency Plan |
| **Math** | Earn a score of **486** or higher | Earn a score of **469–485**<br><br>and<br><br>Fulfill the requirements of an Educational Proficiency Plan |

| Classes of 2024 and 2025* | | |
|---|---|---|
| **Subject** | **Option 1** | **Option 2** |
| **STE** | Earn a score of **220** or higher on legacy Chemistry or Technology/Engineering, or the interim passing standard for next-generation Biology **(467)** or Introductory Physics **(470)** | Not applicable (only one option for STE) |

***A note on the passing standard:**
Please note that the passing standards for the classes of 2021–2025 are set at a level of achievement that has been established as equivalent to the standard on the legacy MCAS tests. Some students in the classes of 2021–2025 may score in the Not Meeting Expectations level, but their scaled score is high enough to earn the CD in that subject.

**Educational Proficiency Plans (EPPs)**
An EPP must be developed for any student who does not meet or exceed the Proficient level (a minimum scaled score of 240) or next-generation equivalent on the grade 10 ELA and/or Mathematics tests.

Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

**Civics Project Endorsement**
In accordance with Chapter 296 of the Acts of 2018, An Act to promote and enhance civic engagement, each student who graduates from Cohasset High School will be given the opportunity to complete a student-led, non-partisan civics project. Civics projects may be individual, small group or class wide, and should be designed to "promote a student's ability to: (i) analyze complex issues; (ii) consider differing points of view; (iii) reason, make logical arguments and support claims using valid evidence; (iv) engage in civil discourse with those who hold opposing positions; and (v) demonstrate an understanding of the connections between federal, state and local policies, including issues that may impact the student's school or community." (from the MA DESE civics project handbook.)

Students of Cohasset High School have a number of opportunities to earn the "Civics Project Endorsement" (CPE) which shows that they've satisfied the requirement. There are a number of courses that provide this opportunity, and the CPE may also be earned through extra-curricular work in the community. Courses that offer students this opportunity are designated as such in the course of studies.

**Learning Outcomes**

Students will complete a civics project that is:

A. Student-Led: Students should make informed decisions about the issue, process, and goals for their civics project even as the teacher is setting the broader learning objectives. Student choice defines this experience.

B. Project-Based: Students achieve their learning objectives not by rote practice but by applying knowledge and skills for an extended period of time to achieve the goal of solving a real-world problem or answering a complex question. Students conduct an inquiry and demonstrate their learning by engaging with or presenting to the public, taking their work beyond the classroom.

C. Real-World: The skills students practice are transferrable to their lives outside of the classroom and into their futures as adult civic agents.

D. Rooted in an Understanding of Systems Impact: A strong student-led civics project aims for impact at the level of the system, as opposed to an isolated action that's impact ends after completion.

E. Goal-Driven: Students should develop goals aimed at addressing the root causes of their issues in order to make long-term change.

F. Inquiry-Based: Educators do not need to be the masters of the issue students choose to explore. Rather, student-led civics projects provide an authentic opportunity for students to practice research skills, to ask probing questions about real-world issues, and make judgements about the appropriateness and success of various research methods.

G. Non-partisan: Student-led civics projects may lead to discussions of relevant and pressing contemporary issues. The 2018 History and Social Science Framework's emphasis on civics education encourages intentional and informed dialogue about such topics.

H. Process-Focused: The success of student-led civics projects derives from students learning and engaging in an effective process for civic action rather than accomplishing 100% of their goals.

I. Action-Based: A student-led civics project requires students to take action toward achieving systems impact and to engage with decision-makers.

Courses that potentially fulfill the Civics Project Endorsement will be identified with the following: **CPE**

# CLASS STATUS

Students must accumulate the following minimum credits to maintain class status:

| | |
|---|---|
| Sophomore | 40 credits |
| Junior | 85 credits |
| Senior | 130 credits |

# CREDIT MAKE-UP

A student will be allowed to make up course or credit deficiencies in any approved summer school program provided that he/she has achieved a minimum numerical grade of fifty (50) in that course and has met the attendance policy requirement for credit. A student will not be allowed to make up more than two (2) courses through summer school over a four-year period. The principal may approve exceptions to the above stated policies.

# ACADEMIC LEVELS

To facilitate the learning process for all students and to provide an environment that leads to academic success, courses are offered at various academic levels. In *College Preparatory (CP)* courses, students apply knowledge and concepts that reflect critical reasoning and communication skills. In *Accelerated (A)* courses, students apply knowledge and concepts that reflect critical reasoning and communication skills and reflect understanding of complex, subtle relationships within more sophisticated material. In *Advanced Placement (AP)* courses, students perform college level work in high school. While Accelerated and College Preparatory courses share the same core curriculum and text resources, assessment and supplementary materials may differ in response to Learning Outcomes. In some cases, courses may combine both College Preparatory and Accelerated levels where students select the level of credit with the subject teacher.

The difference between a college preparatory class (such as English 9 College Preparatory) and the accelerated class (English 9 Accelerated) is not necessarily the amount of work, but the type of work required and the pace of study. **Accelerated courses are not advanced in the same sense that high school Advanced Placement courses are. Rather, accelerated courses are enriched; they offer the same material in greater depth and with a faster pace**.

High standards and expectations exist for students at all levels. The objective of the leveling system is to maximize each student's potential. Students are encouraged to challenge themselves with the most rigorous program possible by taking courses at multiple levels. In selecting course levels, students are encouraged to clarify decisions by consulting with administrators, teachers, guidance counselors, and parents. Teachers provide students with a valuable source of information concerning their level of achievement as observed from daily classroom performance and class assessments. Guidance counselors help students review graduation requirements and provide careful long-range planning to ensure that the student selects a meaningful educational program. Parents should follow the progress of their children and work closely with school personnel to ensure maximum growth and development of their children in preparation for the years beyond high school.

# GENERAL SCHEDULING TIMELINE

| | |
|---|---|
| January / February | School Committee approves the Program of Studies; Students and parents are introduced to the scheduling process. |
| February / March | First semester teachers make recommendations on student placement. |
| March / April | Guidance meets with students (and families if desired, by appointment) to customize student requests. In the event that a parent wishes to override a teacher recommendation, a course level waiver must be completed. All parents should sign off on student course requests. |
| April | All student course requests are reviewed with department heads to determine which courses will run and which teachers will be assigned to teach. The Master Schedule is built using our student management software. |
| April – June | Guidance reviews all schedules, addresses any unfulfilled requests or conflicts, and finalizes schedules. Final schedules are then available in June. |

# COURSE SELECTION and LEVEL PLACEMENT

Teachers recommend required courses at the level that they feel is most appropriate for the student based upon the following factors: prior academic record, present level of achievement, daily class performance and other pertinent data. Thus, it is possible for a student to be scheduled at different levels in different courses, depending on his or her strengths and weaknesses in the particular subject area.

Sometimes parents / students choose to reject placement recommendations and request placement in a more demanding level. There are risks in doing so. Specifically:

- A student who does poorly in a more advanced class weakens his/her record. Sometimes, difficulties in one course generate difficulties in others as well.

- To keep up with the class, the student may require more individual help than the teacher can reasonably be expected to provide. The demands of an advanced curriculum do not allow teachers to accommodate the pace of a student who is misplaced.

- We cannot assure that a student who has difficulty in one level class will be able to move back to an alternate level. Classes are tightly scheduled and it may not be possible to find a place in the new class after the course has begun. The student may be required to remain in the requested section despite diminished achievement.

- When a transfer is possible, it may be necessary to reschedule other classes to accommodate the shift. This general disruption can cause problems in other courses where the student may be doing well.

# COURSE SELECTION and THE LEVEL WAIVER PROCESS

Starting in February, students, guidance counselors, parents/guardians, and teachers give considerable thought to developing each student's academic program for the next school year. During the course selection process, students and parents/guardians should review the course descriptions found in this Program of Studies and prioritize course selections. Teachers will provide level recommendations for required courses and students will select their remaining courses electronically in small groups with guidance counselors.

Once courses have been requested, all selections will be reviewed to ensure proper sequence, appropriate rigor, and appropriate leveling. If a subject teacher feels that a student is not properly leveled, the student and/or parent/guardian may be contacted by the subject level teacher and/or department head, who will meet to review the placement. If the student and parent/guardian wish to reject the placement recommendation, the student may file a waiver through the guidance counselor, which must be approved by an administrator.

Finalized course requests will be available for parental/guardian review. Approved course requests will then be prioritized for scheduling. It is our goal that all students will be sent home in June with a final schedule.

# COURSE AVAILABILITY

The administration strives to schedule all courses requested by each student. However, conflicts among student choices and limited enrollment in some courses dictate that every student request cannot be fulfilled; therefore, each student must be prepared to select appropriate alternative courses during the course selection process.

While all Cohasset High School courses are included in this Program of Studies, some may not run in any given semester or school year due to insufficient enrollment or staff availability. When a course is undersubscribed, it may not be scheduled (this will require students to select an alternate course) – ***or*** – the course may be scheduled, and the academic levels combined within a given class period (this will require students to select their level of credit).

# SCHEDULE CHANGES

Since the entire program is designed each spring in accord with student requests, and with the advice of counselors and parents, no request for a change will be honored unless extraordinary circumstances exist. Requests for these changes will only be granted after appropriate school personnel have carefully considered and approved the reasons for the proposed changes and only if space and resources are available.

**Requests for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate reasons for a schedule change and may not be honored.**

If a student chooses to drop a course after the mid-term date of the first quarter of the course, they will receive a notation of W/P (withdraw/pass) or W/F (withdraw/fail) on the transcript.

# COUNSELING AND GUIDANCE SERVICES

Guidance counselors work closely with each student throughout the entire college admissions process. In relating present educational decisions to future goals, students should be aware that entrance requirements vary from school to school. Therefore, each student is advised to check the special programs and schools of interest to determine admission requirements. Cohasset High School, at the request of students, sends the following information to colleges: courses taken, course credits, GPA, College Entrance Examination Board results, and a counselor's letter of recommendation. In response to the general college requirement for a report of mid-year status, copies of the mid-year transcript are forwarded automatically to those colleges to which application has been made.

The guidance department's focus is to encourage and challenge students to seek answers to questions and concerns. Therefore, student-initiated appointments are encouraged.

## Minimum Admissions Requirements for State Universities and Undergraduate UMASS Campuses

The minimum admissions standards for the state universities and undergraduate UMass campuses were established for several primary reasons: first, to emphasize the importance of successfully completing a rigorous academic course of study in high school; second, to ensure that students are well prepared to complete college courses and their degrees; and third, to increase consistency across the state universities and undergraduate UMass campuses. The admissions standards for freshman applicants at Massachusetts Public four year institutions have three primary components: (1) Successful completion of required academic courses in specific subject areas; and (2) a minimum average and weighted grade point average (GPA) earned in high school level courses; (3) The submission of SAT or ACT Scores taken at the college preparatory level; and (3) take the SAT I or ACT test. These standards are minimums; each campus may choose to consider additional factors in its admissions decisions. These standards do not apply to the state’s community colleges.

**Academic Course Requirements**
Seventeen college preparatory courses (each course is equivalent to a yearlong high school class) are required as follows:

| | | |
|---|---|---|
| English | 4 courses | English 9,10,11,12 |
| Mathematics | 4 courses | Algebra I, Algebra II, Geometry, Trigonometry (or comparable course work) including mathematics during final year of high school |
| Science | 3 courses | Includes three courses with laboratory work |
| Social Studies | 2 courses | Includes one course in United States history |
| World Language | 2 courses | All courses must be in a single language at the high school level |
| Electives | 2 courses | Any courses in the areas listed above or from arts and humanities or computer science |

**Minimum Grade Point Average in Required Courses**
The minimum average GPA for freshman applicants, weighted for accelerated (Honors and Advanced Placement) courses, is 3.0 for both the state universities and the UMass undergraduate campuses. This GPA is based on all courses completed and grades received for courses in which the student is currently enrolled (for example, mathematics courses in which the student is enrolled during the senior year of high school).

**SAT I or ACT Test Requirement**
All freshman applicants who meet the minimum average GPA requirement of 3.0 and are within three years of their high school graduation must submit their SAT scores (for Critical Reading and Mathematics) or ACT scores.

For freshman applicants who do not meet the minimum GPA requirement, they must earn the following SAT or ACT scores in order to be eligible for admission.

| ***Sliding Scale for Freshman Applicants to UMASS*** | | ***Sliding Scale for Freshman Applicants to a Massachusetts State college*** | |
|---|---|---|---|
| Weighted High School GPA | Combined SAT-I Verbal & Math must Equal or Exceed the ACT score in parenthesis | Weighted High School GPA | Combined SAT-I Verbal & Math must Equal or Exceed the ACT score in parenthesis |
| 2.51 - 2.99 | 950 (20) | 2.51 - 2.99 | 920 (19) |
| 2.41 - 2.50 | 990 (21) | 2.41 - 2.50 | 960 (20) |
| 2.31 - 2.40 | 1030 (22) | 2.31 - 2.40 | 1000 (21) |
| 2.21 - 2.30 | 1070 (23) | 2.21 - 2.30 | 1040 (22) |
| 2.11 - 2.20 | 1110 (24) | 2.11 - 2.20 | 1080 (23) |
| 2.00 - 2.10 | 1150 (25) | 2.00 - 2.10 | 1120 (24) |

# POLICY ON EARLY GRADUATION

1. Definition: Early graduation means at the end of three and one half years of high school (i.e., at completion of the first semester of grade 12). Those students completing requirements in three and one half years will be entitled to participate in the graduation exercises the following June at the discretion of the principal.
2. The normal sequence for study at Cohasset High School is four years, and the current schedule and graduation requirements make early graduation very difficult.
3. No concentrated effort should be made to encourage anything other than the four-year sequence, except in individual cases where the guidance counselor and administration are convinced it would be in the student's best interest.
4. Students who wish to be considered as candidates for early graduation should adhere strictly to the following procedure:

a) Prior to May 15th of the junior year, parents/guardians submit a letter making the request and stating the reasons for such a request to the principal.
b) In the event that approval for early graduation is given, the student and/or parents/guardians should make an appointment with a guidance counselor to finalize a schedule and to formulate post high school plans.

# GRADING

It is the philosophy of the Cohasset professional staff that students respond more positively to the opportunity for success than to the threat of failure. Therefore, it seeks to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance and reports achievement using letter grades.

The primary purpose of grading is to report to students and their parents/guardians the extent to which the student has mastered the content and skills of a course as defined by course objectives and Learning Outcomes. The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to inform students and their parents/guardians of progress, and to provide a basis for improvement in student performance.

Students receive course expectations and objectives at the beginning of each course. The teachers explain to students the course objectives, her/his expectations of students' performances and responsibilities, and the evaluation system that will be used to measure mastery of those objectives. The teacher will make clear to students and parents/guardians the basis upon which the grades are earned.

**Academic Letter Grades & Numerical Equivalents**

| Letter Grade | Numerical Equivalent | Student demonstrates |
|---|---|---|
| A | 93 - 100 | Comprehensive and in-depth understanding of the essential concepts/processes embodied in course content; substantial evidence of understanding, reasoning, and communication skills as they apply to specified learning tasks, assessments, and class discussions |
| A- | 90 – 92 | |
| B+ | 87 – 89 | Proficient understanding of the essential concepts/processes embodied in the course content; sufficient evidence of understanding, reasoning, and communication skills as they apply to specified learning tasks, assessments, and class discussions |
| B | 83 - 86 | |
| B- | 80 – 82 | |
| C+ | 77 – 79 | Basic understanding of the essential concepts/processes embodied in the course content; adequate evidence of understanding, reasoning, and communication skills as they apply to specified learning tasks, assessments, and class discussions |
| C | 73 – 76 | |
| C- | 70 -72 | |
| D+ | 67 - 69 | Minimal understanding of the essential concepts/processes embodied in the course content; partial evidence of understanding, reasoning, and communication skills as they apply to specified learning tasks, assessments, and class discussions |
| D | 63 - 66 | |
| D- | 60 - 62 | |
| F | 0 - 59 | Deficient understanding of the essential concepts/processes embodied in the course content; inadequate evidence of understanding, reasoning, and communication skills as they apply to specified learning tasks, assessments, and class discussions. *No credit is granted for the course* |

# HONOR ROLL

**High Honors**
The student must receive no grade lower than an A- in all subjects and must be enrolled in a minimum of three 3 weighted (major) courses.

**First Honors**
The student must receive no grade lower than a B in all subjects and must be enrolled in a minimum of 3 weighted (major) courses.

**Second Honors**
The student must receive no grade lower than a B- in all subjects and must be enrolled in a minimum of 3 weighted (major) courses.

# CLASS RANK AND GRADE POINT AVERAGE

The GPA is among the most important factors in the college admissions process because it reflects the quality of a student's academic work at Cohasset High School. Grade Point Average is computed at the end of each year from grade nine through grade twelve cumulatively.

Students at Cohasset High School are not assigned a rank in class because of the school's conviction that computation of class rank tends to limit students' course selections, fosters detrimental competition, and inhibits cooperation among students. Grade point average (GPA) information is provided on a weighted basis. Included with the transcript is a histogram depicting the range of GPAs in the graduating class. The weighted GPA is computed on a 5.0 scale for the student's major courses.

Grade Point Average is computed through the recognition of course and academic level difficulty. Unleveled courses are not factored into computing class rank or grade point average.

**Weight Scale**

| Academic Level | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AP | 5.00 | 4.67 | 4.33 | 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 0.0 |
| Accelerated | 4.33 | 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.33 | 1.00 | 0.0 |
| CP | 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.33 | 1.00 | .67 | 0.0 |

*EXAMPLE: A grade of "B" in an Advanced Placement course would receive a weight of 4.00, while a grade of "B" in a College Prep academic subject would receive a weight of 3.00.*

# COURSE

# DESCRIPTIONS

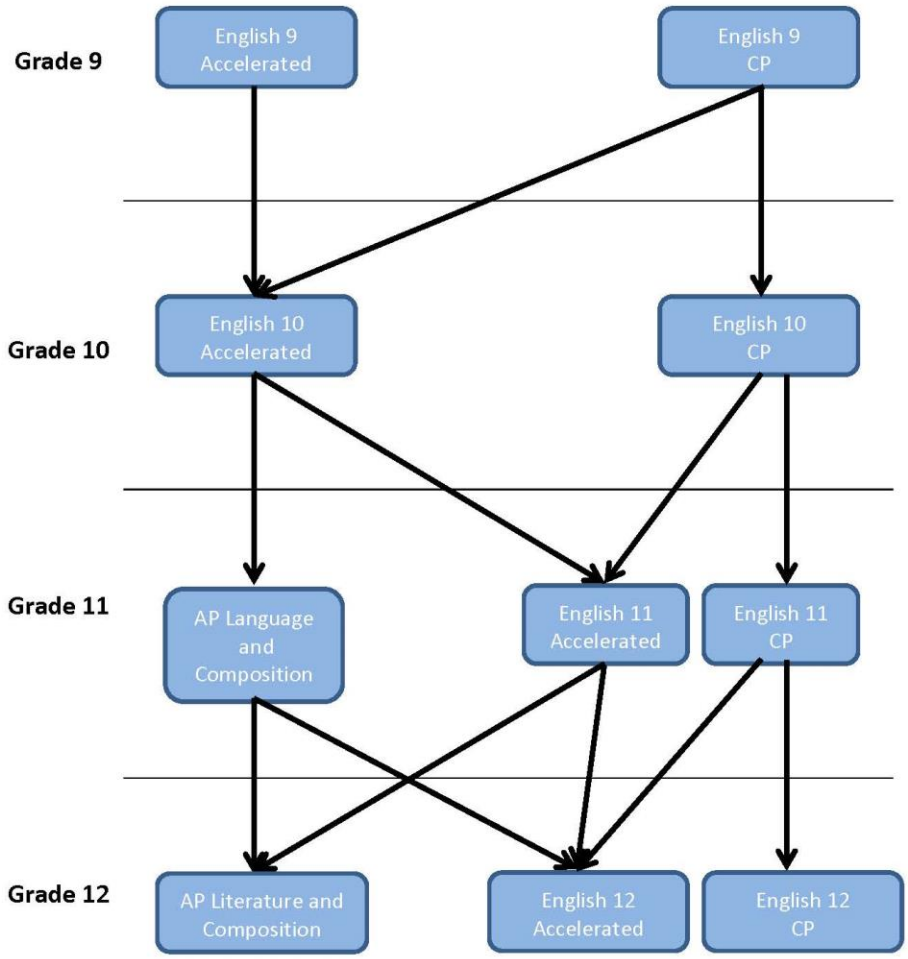
# ENGLISH LANGUAGE ARTS

English courses challenge all students to achieve their potential in the language arts. A unified, coherent program promotes the development of the analytical skills necessary for a mature understanding of literature. Additionally, the sequential writing program each year builds upon skills taught in previous years. The other strands of communication—speaking, listening, presenting, and the understanding of media—are also integral to the program. Although teachers employ a variety of teaching styles, the department demands excellence at all levels, and its ultimate goal is to provide a student with the skills necessary to succeed in a challenging collegiate environment after graduation.

The English Language Arts curriculum reflects the learning standards of the Massachusetts Curriculum Framework for English Language Arts & Literacy, incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. In addition, English courses coordinate with the content study in Humanities, by incorporating literature and cultural study in alignment with 21st Century Learning Skills and global and cultural awareness.

| **Recommended English Sequencing** | | |
|---|---|---|
| | Required Courses | Electives |
| 9th Grade | English 9 | |
| 10th Grade | English 10 | |
| 11th Grade | English 11 or AP Language and Composition | Creative Writing |
| 12th Grade | English 12 or AP Literature | Creative Writing |

## English


Grade 9
English 9 Accelerated
English 9 CP
Grade 10
English 10 Accelerated
English 10 CP
Grade 11
AP Language and Composition
English 11 Accelerated
English 11 CP
Grade 12
AP Literature and Composition
English 12 Accelerated
English 12 CP

**112 ENGLISH 9**
**Grade 9 College Preparatory**
**Full Year 10 credits**

**111 ENGLISH 9**
**Grade 9 Accelerated**
**Full Year 10 credits**

English 9 provides for the development and exhibition of mastery in writing techniques and the study of the various literary genres. Grade 9 English facilitates sophisticated techniques for the appreciation of, and active involvement in, the reading process. Analysis of literature through a close examination of various forms, including novels, short stories, poetry, drama, and nonfiction are the focus of the course. Instruction includes the correct utilization of Standard English through a study of grammar as it applies to clear, effective communication. Techniques for increased vocabulary, better viewing, listening, reading, writing, and speaking are explored.

The ninth grade Accelerated English class challenges those students who have demonstrated genuine talent in English. The students in the accelerated class will focus on more sophisticated writing techniques, a more mature appreciation of literature, and more active involvement in the learning process.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Write and speak clearly, factually, persuasively, and creatively in Standard English
- Give formal and informal talks to various audiences and for various purposes using appropriate levels of formality and rhetorical devices
- Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes
- Identify differences between the voice, tone, diction, and syntax used in media presentations
- Analyze the logic and use of evidence in an author's argument
- Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message
- Make reasoned inferences and construct logical arguments
- Define, prioritize, and complete tasks without direct oversight
- Set and meet high standards and goals for delivering quality work on time
- Act responsibly with the interests of the larger community in mind

Students electing to earn Accelerated credit will demonstrate all of the above and

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Synthesize ideas into formal written literary analysis, supporting interpretations with evidence from text, explaining ideas in fluent prose utilizing skills of editing and revision with accuracy

- Develop a critical lens to analyze and interpret various implications of meaning, explore the influence of language on theme and purpose, and cultivate an awareness of style in various genres
- Develop subtle and perceptive ideas, argue logically and precisely, and support thoughts specifically using rich detail in frequent writing experiences
- Read critically and analytically to compose metacognitive reflections using various literary genres

**122 ENGLISH 10**
**Grade 10 College Preparatory**
**Full Year 10 credits**

**121 ENGLISH 10**
**Grade 10 Accelerated**
**Full Year 10 credits**

English 10 builds on prior mastery of the basic skills of composition and progresses toward the refinement of necessary techniques to produce coherent, unified, expository essays based on topics drawn from the literature of each unit. The focus is on deepening appreciation and understanding of the diversity in language use, dialects across cultures, ethnic groups, geographic regions, and social roles. Study is based on developing understanding of multicultural literature from a global perspective. Toward this end, curriculum is designed to aid in thinking critically and globally in preparation for participation in a more global society. Aligned with the Massachusetts English Language Arts Frameworks, the content of the literature includes varied genres, time periods, and cultures, featuring works that reflect common literary heritage. In recognition that all students will be taking the MCAS exam in the spring, students will review the exam components as included in the Grade 10 curriculum.

The tenth grade Accelerated English class challenges those students who have demonstrated a genuine talent and record of achievement in English. The students in the accelerated class will focus on more sophisticated writing techniques, a more mature appreciation of literature, and more active involvement in the learning process.

**Learning Outcomes**

Upon completion of this course, students will be able to:
- Write analytical expository essays employing textual citations, responses to evidence presented, and one's own personal style and voice
- Analytically comment on texts from a global perspective
- Refine generalizations and avoid oversimplifications in all forms of communication
- Create and explore arguments and theories as they reflect cultures and traditions in various publications and media
- Discern the difference between original work and plagiarism and properly document sources in MLA format

Students electing to earn Accelerated credit will demonstrate all of the above and:
- Compose well-written essays that display substantive scope, evaluate evidence thoughtfully, employ a clear focus and voice, distinguish relevant from irrelevant facts using the lens of global influence and understanding
- Read critically and analytically to cultivate a sophisticated understanding of the major concepts of various literary pieces and trends in literature

**162 ENGLISH 11**
**Grade 11 College Preparatory**
**1 Semester 5 credits**

**131 ENGLISH 11**
**Grade 11 Accelerated**
**1 Semester 5 credits**

English 11 focuses on the acquisition and application of knowledge relative to the four genres of poetry, drama, short story, and the novel as these relate to the cultural heritage of the people and events of the United States. Students will study the interconnections among the various periods in American history and the reflection and influence that connect us globally. The focus of the curriculum is the explication and analysis of composition and the critical view of author bias and style. Transference of prior knowledge of text and literary concepts will be the basis for mastery in deciphering texts with ambiguous or multiple levels of meaning. Literary, logical, and rhetorical terminology in relation to classic literature are aspects of discussion in this course.

The eleventh grade Accelerated English class will challenge those who have demonstrated genuine talent and achievement in English. The students in the accelerated class will focus on more sophisticated writing techniques, a more mature appreciation of literature, and more active involvement in the learning process.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Interpret the significance of several major literary works and authors, with a focus on the author's craft
- Use evidence to analyze and make inferences about the cultural heritage of the people of the United States and its connections globally
- Compose essays with organization, coherence, unity, voice, and fluency of composition to engage the reader
- Explicate literature both orally and in written form
- Decipher texts with ambiguous or multiple levels of meaning
- Employ literary, logical, and rhetorical terminology in discussing literature
- Use technology as a tool to research, organize, evaluate, and disseminate information

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Develop different critical lenses to analyze and interpret implications of meaning, to explore how language affects theme and purpose, and to cultivate an awareness of style in literature
- Develop subtle and perceptive ideas, to argue logically and precisely, and to support their thinking specifically and with rich detail through frequent writing assignments
- Develop a reflective intelligence so that they can assess reading and writing strengths and weaknesses

**130 AP LANGUAGE AND COMPOSITION**
**Grade 11 Advanced Placement**
**Full Year 10 credits**

**CPE**

Advanced Placement Language and Composition is a college-level course. As such, students are expected to demonstrate an advanced mastery and sophistication in their writing, use of grammar and usage, and response to literature.

The AP Language and Composition emphasizes the same Western tradition as the Accelerated and College Prep sections of Junior English, but it provides an intensive study of non-fiction prose. Development of mature reading techniques for college-level comprehension of prose written in a variety of periods, disciplines, and rhetorical contexts is the focus of instruction. The main goal of the AP Language and Composition course is to examine the literary impact of linguistic and rhetorical choices such as syntax, word choice, and tone upon a given work. Therefore, readings include works from critics, diarists, essayists, political writers, biographers, historical authors, journalists, and some fiction writers.

The English Department assumes that the student taking this course is preparing for the yearly AP examination in Language and Composition, which includes the analysis of the rhetorical devices of prose passages and the writing of several essays in various rhetorical modes (analysis, argument, and synthesis). All students are expected to take the AP exam.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
- Apply effective strategies and techniques in their own writing.
- Create and sustain arguments based on readings, research, and/or personal experience.
- Write effectively for a variety of rhetorical purposes.
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and secondary sources, cogent explanations, and appropriate transitions.
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in writing.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
- Write thoughtfully about their own process of composition.
- Revise a work to make it suitable for a different audience.
- Analyze image as text.
- Evaluate and incorporate reference documents into researched papers.

**172 ENGLISH 12**
**Grade 12 College Preparatory**
**1 Semester 5 credits**

**191 ENGLISH 12**
**Grade 12 Accelerated**
**1 Semester 5 credits**

English 12 presents various genres and techniques predominantly of the literature of England – in particular, poetry, fiction, drama, and nonfiction. Students will study not only the development of the English literature, but also the development of the English language from its beginnings to its present state. The grade 12 curriculum focuses on advanced literary interpretation and mature composition, emphasizing an understanding of the techniques employed by writers within the respective genres. Examination of the author's purpose and the effect of authorial choices upon the form of the work are the essential learning objectives.

The twelfth grade Accelerated English class challenges those students who have demonstrated genuine talent and achievement in English. The students in the accelerated class will focus on more sophisticated writing techniques, a more mature appreciation of literature, and more active involvement in the learning process.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Compare and contrast the major British works, literary periods, and authors
- Refine skills in expository writing, vocabulary implementation, grammar and usage, and research with an eye toward college entrance essays
- Draw from the beliefs, arguments, and theories explicated in literature to develop their own perspective about elements of literature
- Conduct research to synthesize divergent and technological resources
- Analyze and evaluate characteristics of genres that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial
- Produce a persuasive college application essay

Students electing to earn Accelerated credit will exhibit all of the above and:

- Develop different critical lenses to analyze and interpret implications of meaning, to explore how language affects theme and purpose, and to cultivate an awareness of style in literature
- Develop subtle and perceptive ideas, to argue logically and precisely, and to support their thinking specifically and with rich detail through frequent writing assignments
- Develop a reflective intelligence so that they can assess reading and writing strengths and weaknesses

**190 AP LITERATURE AND COMPOSITION**
**Grade 12 Advanced Placement**
**Full Year 10 credits**

Advanced Placement Literature and Composition English is a college-level course. As such, students are expected to demonstrate an advanced mastery and sophistication in their writing, use of grammar and response to literature. All students are expected to take the AP exam in Literature and Composition given in May.

The AP Literature and Composition course emphasizes the same Western and Continental tradition as the Accelerated and College Prep sections of senior English, but provides more rigorous and sophisticated reading in poetry, fiction, and drama as preparation for the national exam. The curriculum requires students to demonstrate the ability to probe complex texts in depth in order to determine how the author has employed literary techniques to convey meaning. Objectives for this course include class discussion and writing for a thorough understanding of the author's purpose and the ways in which logic and rhetoric have been employed to achieve that purpose. Both in-class and out-of-class essays are an integral element of the class.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Exercise sound reason in understanding complex texts
- Decipher texts with ambiguous or multiple levels of meaning and persuasively communicate this understanding to others
- Explain complex ethical decisions in everyday life, using insights gained from literature
- Distinguish relevant from irrelevant evidence
- Employ literary, logical, and rhetorical terminology in discussing literature
- Amass cogent evidence to argue for one's position and present it in readily accessible ways to persuade an audience
- Reason analogically: transferring previous insights to new contexts
- Utilize originality and inventiveness in one's writing and oral communication
- Use technology as a tool to research, organize, evaluate, and disseminate information

## *ENGLISH ELECTIVES*

The following electives are offered in addition to the core junior/senior English courses. After a semester of core English, seniors will be required to take a semester elective, unless they have already accumulated the 30 credits needed for graduation. Juniors who wish to take any of these electives may also do so, with the understanding that if they accumulate 25 credits or more of English by the end of their junior year, they will only have to take a semester of senior English and will not be required to take another English elective to graduate. Students who choose to take an elective course in English must elect to complete either College Preparatory or Accelerated levels of performance tasks within the curriculum.

**176 CREATIVE WRITING**
**Grade 11-12 College Preparatory**
**1 Semester 5 credits**

**177 CREATIVE WRITING**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

Creative Writing provides students with opportunities to develop their literary talents. This course is conducted in a workshop format incorporating short exercises and activities to enhance creativity. To that end, the course will include a study of varied forms of writing in order to give students experience writing creatively in different genres. Self-assessment skills for the evaluation of one's own writing in varying styles and genres and for different audiences are an essential learning within the class. Discussion of student publication for various audiences will also be encouraged.

The student who elects to work for Accelerated credit will be expected to produce more sophisticated writing, along with a more mature appreciation of and more active involvement in the writing process.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Express ideas creatively through the composition process and within various genres
- Evaluate characteristics of well-written narratives
- Create credible characters for short stories and character sketches
- Critique their own writing and that of peers to edit and revise written work

Students electing to earn Accelerated credit will demonstrate all of the above and:

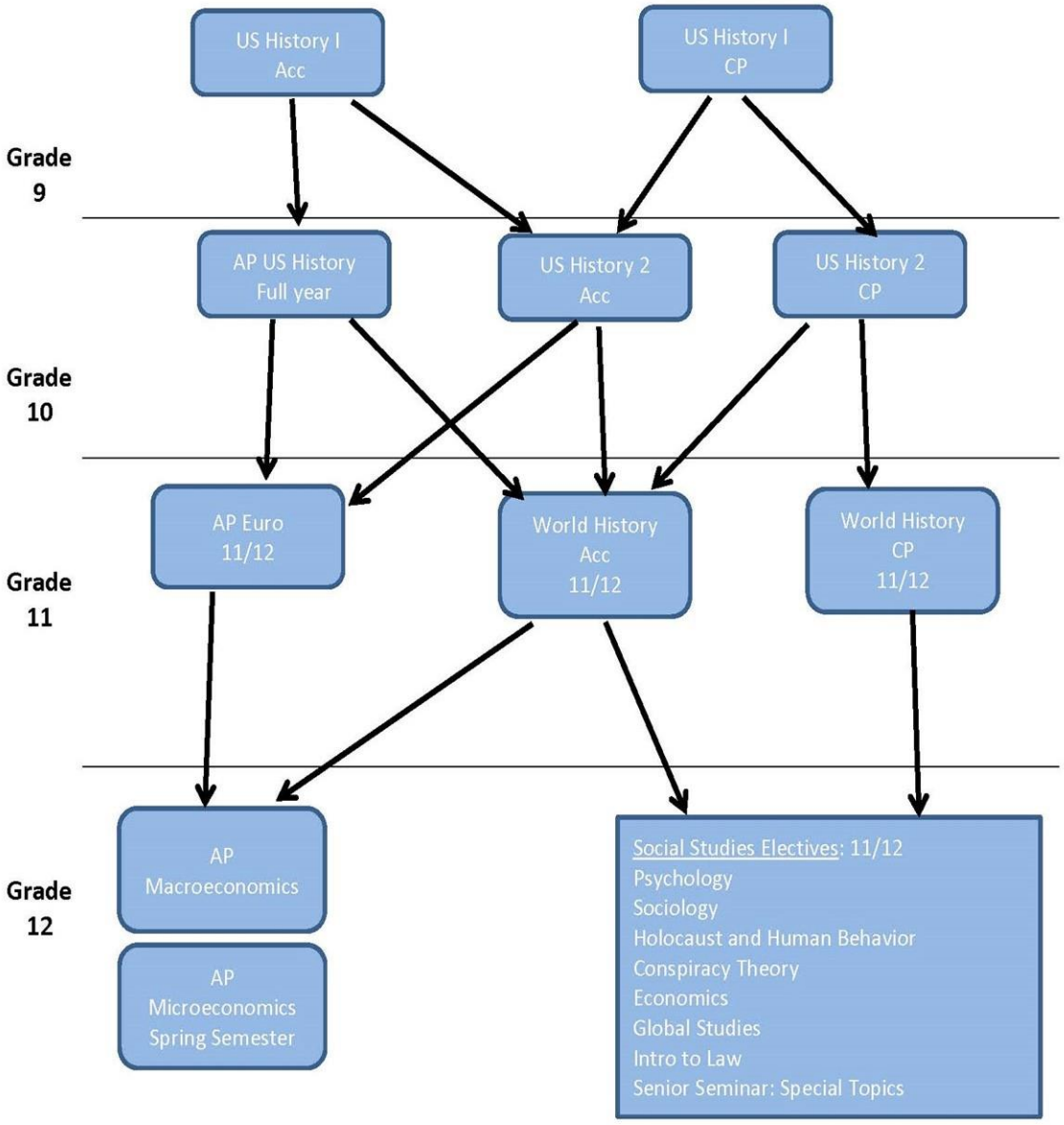
- Utilize voice and tone to change mood and intent of composition

# SOCIAL STUDIES

To provide background and foundation for the humanities program at Cohasset High School, the grade 6-12 curriculum consists of: World Geography and Ancient History in grades 6 and 7; US History and Civics in grades 8, 9 and 10; and AP European History and World History in grade 11, in accordance with the Massachusetts Curriculum Frameworks. In addition, various elective courses in economics, law, the social sciences, global studies and holocaust education are offered in grades 11 and 12.

The goal of the social studies program is to graduate lifelong learners who have the knowledge, 21st century skills, and attitudes to participate as effective members of their local, national, and global communities.

| | | |
|---|---|---|
| 9th Grade | US I (CP or Accelerated) | |
| 10th Grade | USI, US II, or AP US History | Law, Economics, Global Studies |
| 11th Grade | WH (CP or Accelerated) or AP European History | Law, Economics, Global Studies, Psychology, Sociology, Holocaust, Conspiracy Theory |
| 12th Grade | | AP Macro/Microeconomics, and all other SS electives |


US History I Acc
US History I CP
Grade 9
AP US History Full year
US History 2 Acc
US History 2 CP
Grade 10
AP Euro 11/12
World History Acc 11/12
World History CP 11/12
Grade 11
AP Macroeconomics
AP Microeconomics Spring Semester
Grade 12
Social Studies Electives: 11/12
Psychology
Sociology
Holocaust and Human Behavior
Conspiracy Theory
Economics
Global Studies
Intro to Law
Senior Seminar: Special Topics

**355 UNITED STATES HISTORY I**
**Grade 9 College Preparatory**
**1 Semester 5 credits**

**351 UNITED STATES HISTORY I**
**Grade 9 Accelerated**
**1 Semester 5 credits**

This required course studies the period of time from the American Revolution to the Industrial Age and builds on knowledge and skills gained in the 8th grade Civics course. Course study begins with a review of prior knowledge of the origins of the United States during the Colonial, Revolutionary and Constitutional Eras and the basic framework of the American political system. Included in the course is the study of the social, economic, and political conditions of the Antebellum Period, westward expansion and the development of sectional conflict in the decades prior to the Civil War. Following the study of the Civil War is the examination of the economic growth of the nation, as well as social, political, and religious changes. The course curriculum also includes the factors through the Industrial Revolution and the United States' emerging role in world affairs.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Analyze the political, economic, and intellectual factors that contributed to the American Revolution
- Evaluate key documents and articulate their importance in the development of American democracy, (e.g., Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights)
- Assess the tenets of American Democracy such as popular sovereignty, constitutional government, federalism, separation of powers, and individual rights
- Analyze the causes, course, and consequences of American westward expansion and America's growing assertiveness in the world
- Evaluate how the different economies and cultures of the North and South contributed to the growth of sectional politics in America and the implications for the Civil War and Reconstruction
- Evaluate the causes and consequences of the Industrial Revolution.
- Evaluate multiple cause-effect relationships that have shaped American history (e.g., showing how a series of events is connected)
- Analyze the distribution of government powers among level and branches and its contribution to the protection of the "common good"
- Describe various forms of government and analyze issues relative to the rights and responsibilities of citizens within a democracy

**385 UNITED STATES HISTORY II**
**Grade 10 College Preparatory**
**1 Semester 5 credits**

**381 UNITED STATES HISTORY II**
**Grade 10 Accelerated**
**1 Semester 5 credits**

United States History II is the second of three required social studies courses at Cohasset High School. The curriculum includes topics from the 1800s through the turn of the century focusing on Progressivism, Imperialism, and American involvement in World War I. For the mid to late 20th Century, the course emphasis is on historical periods including the Great

Depression, the New Deal, World War II, and the Cold War. Post-Cold War politics, society and international affairs are the culminating topics of the course.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Evaluate the strengths and weaknesses of the American economic system
- Characterize conservative and liberal trends in American History
- Evaluate the progress of American democratic principles
- Assess the role of the United States in world affairs
- Explore the consequences of America's rise of hemispheric influence in the 19th century and its rise to global influence in the 20th century
- Assess historical materials and weigh the evidence and interpretations presented in historical context to make connections to contemporary issues in American history
- Analyze and evaluate the influence of alliances within various events of American history and their impact on contemporary issues

Students electing to earn Accelerated credit will demonstrate all of the above and

- Examine multiple cause-effect relationships that have shaped American history (i.e., showing how a series of historical events are connected)
- Assess historical materials and weigh the evidence and interpretations presented in historical context to make connections to contemporary issues in the United States

**330 AP UNITED STATES HISTORY**
**Grade 10 Advanced Placement**
**Full Year 10 credits**

AP United States History is offered as the equivalent of a college-level course. As a result, the student is expected to respond in a mature, sophisticated way to the writing, analysis, and application of both core and supplementary material that are an integral part of this selected level of study. United States History from 1450 to the present is the core content of this course. The major units in the course include exploration and colonization up to 1763; the colonial and revolutionary war period; the formation and growth of the United States; the Civil War and Reconstruction; industrialization and expansion; foreign and domestic changes 1895-1928; domestic and world crises 1929-1945; and contemporary America since 1945. This course fulfills the requirements for United States History II. All students are expected to take the AP exam in May.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Analyze and utilize different forms of historical materials
- Weigh evidence in historical scholarship and assess various points of view
- Characterize specific events into broad historical categories
- Develop complex written arguments considering several sides to an issue and historical change over time

**312 WORLD HISTORY**
**Grade 11-12 College Preparatory**
**1 Semester 5 credits**

**311 WORLD HISTORY**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

This graduation requirement is a one semester course taken during 11th or 12th grade, and is the third of three required social studies courses. Students study world history from the beginnings of large-scale human societies to the present, combining the 2018 MA social science standards from World History 1 and 2. They study World History from a global perspective, researching and exploring guiding questions such as:

"How do ideas migrate across cultures?"
"What brings about change in societies?"
"What are the connections between industrialization and imperialism?"
"What does it mean to be modern?"

Students will have completed a 2 year US History sequence, and will have already covered topics such as the European Enlightenment, the Columbian Exchange and the transatlantic slave trade, industrialization, imperialism, the World Wars and the Cold War, and globalization extensively - this course can address those topics, but should do so from a global perspective.

**Learning Outcomes**

Upon completion of this course students will be able to:

- Demonstrate originality and inventiveness in connecting political, social, religious, economic, and scientific concepts and principles to real world events
- Develop, implement and communicate ideas regarding the chronological and thematic issues and their effects individually and globally
- Make complex choices and decisions in connection with the cyclical pattern of history as it pertains to various events/time periods

# *SOCIAL STUDIES ELECTIVES*

**350 AP EUROPEAN HISTORY**
**Grade 11-12 Advanced Placement**
**Full Year 10 credits**

Advanced Placement European History is a college level survey of western civilization from 1300 to the present. The curriculum includes a thorough background in the social/economic, political/diplomatic, and cultural/intellectual heritage of Europe, and the impact of western societies on the rest of the world. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. Collegiate-level research and historiography are included in the study of the various principles of this survey course. Evaluated work includes examinations, research papers, debates, historical simulations, thematic essays and Socratic seminars. All students are expected to take the AP exam in May.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Connect historical developments across and within time periods and regions of Western Civilization with modern events and trends
- Discuss the interplay between political, cultural, and social history throughout European history
- Reflect and evaluate the modern United States development in the context of its European heritage
- Analyze the effects of Europe's history on its current relationship with the rest of the world
- Express historical analysis in both written and oral formats

**345 GLOBAL STUDIES**
**Grade 11-12 College Preparatory**
**1 Semester 5 credits**

**343 GLOBAL STUDIES**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

**CPE**

The purpose of the course is to enhance students' understanding of the process of globalization, world citizenship, and multicultural literacy as it relates to the study of global cultures and traditions. These topics are addressed through several thematic pillars of globalization that may include cultural and economic interactions, belief systems, interactions with the environment, and governance and conflict. It is preferred that the student have completed World History or AP European History prior to taking Global Studies.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Examine how countries around the world have addressed the challenges of rapid social, political, and economic changes during the second half of the 20th century (i.e., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy)
- Compare and contrast various forms of government by analyzing issues that relate to the rights and responsibilities of citizens in a democracy
- Compare purposes and sources of power of various forms of government in the world, analyzing their effectiveness in establishing order, providing security, and accomplishing goals

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Examine and discuss major historical developments and their impact on contemporary society and on the individual
- Examine conflicts within and among different governments and analyze their impact on historical or current events
- Examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents

**372 INTRODUCTION TO LAW**
**Grade 10-12 College Preparatory**
**1 Semester 5 credits**

**370 INTRODUCTION TO LAW**
**Grade 10 Accelerated**
**1 Semester 5 credits**

**CPE**

This course helps students understand why we live under the rule of law, and how laws are created, enforced, interpreted, and changed. The course enables students to examine diverse areas of law, including criminal, civil, and constitutional. Students learn about historical developments and current practices in criminal law, corrections, and the courts. Throughout the course, they explore the meaning of crime and justice, and the relationship between criminal justice and social justice. The course provides opportunities for students to engage in discussion with Cohasset police officers and professionals in the legal field. Field trips to the police station, district court, and Norfolk County House of Corrections are integral components of the course.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Analyze how changes can be made to existing structures in society and the legal system through legislation, court cases, constitutional amendments, and civic action
- Explore a variety of tools and strategies used by professionals to enforce the law as they investigate a crime and consider ethical issues and guidelines for investigators
- Use legal reasoning to develop a logically valid theory of the case, select a trial strategy, prepare an opening statement and closing argument, introduce evidence, and examine witnesses

- Critically analyze theories of punishment, sentencing laws and guidelines, incarceration rates, and the purpose and goals of correctional facilities

| **366 ECONOMICS** | **365 ECONOMICS** |
|---|---|
| **Grade 10 -12 College Preparatory** | **Grade 10-12 Accelerated** |
| **1 Semester 5 credits** | **1 Semester 5 credits** |

**CPE**

Economics is an introduction to economic concepts, principles and analysis, and the history of economic thought. The course presents the concepts of microeconomics, macroeconomics, and international economics. Microeconomics focuses on the analysis of economic models and competition. Macroeconomics focuses on measures of the national economy and the impact of fiscal and monetary policies. International economics focuses on issues pertaining to international trade and globalization.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Connect economic theories, concepts, and principles to real world events
- Evaluate the effective use of fiscal and monetary policies
- Analyze economic models pertaining to supply and demand in the micro and aggregate settings
- Assess the impact of globalization on different economic sectors
- Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth
- Discuss how our global economy provides for a level of interdependence among individuals, societies, and governments of the world

Students electing to earn Accelerated credit will demonstrate all of the above and

- Analyze the interconnectedness of the global economic system
- Analyze current data in order to evaluate economic issues facing the United States
- Evaluate positions pertaining to contemporary economic issues

**349 AP MACROECONOMICS**
**Grade 12 Advanced Placement**
**Full Year 10 credits**

The Advanced Placement Macroeconomics course is a rigorous elective available to seniors. The course focuses on the principles of economics as they relate to the aggregate economy. Topics in the class include basic economic concepts, economic measurements, national income, price determinants, monetary policy, inflation, unemployment, stabilization policies, productivity, and international trade. The course is designed not only to provide students with an in-depth understanding of macroeconomic concepts, but also to improve students' understanding of global and civic issues as they relate to economics. Students taking this course are expected to take the AP exam in May.

**Learning Outcomes**

Upon completion of the course students will be able to:

- Analyze economic theories and models
- Graphically analyze economic concepts
- Evaluate fiscal and monetary policies
- Interpret economic statistics

**358 AP MICROECONOMICS**
**Grade 12 Advanced Placement**
**Spring Sem only 5 credits**

The Advanced Placement Microeconomics course is a rigorous elective available to seniors who are also enrolled in AP Macroeconomics. The semester course is designed to introduce students to the principles that apply to individual economic decision-makers, while preparing students to think like economists by using principles and models to describe economic situations and predict and explain outcomes. Like economists, students do so by using charts, graphs, and data. Topics in the class include scarcity and markets, costs, benefits, and market analysis, production choice and behavior, and market inefficiency and public policy. Students taking this course are expected to take the AP exam in May.

**Learning Outcomes**

Upon completion of the course, students will be able to:

- Define economic principles and models
- Explain given economic outcomes
- Determine outcomes of specific economic situations
- Model economic situations using graphs or visual representations

**347 CONSPIRACY THEORY IN AMERICAN THOUGHT & CULTURE**
**Grade 11-12 College Preparatory**
**1 Semester 5 credits**

**348 CONSPIRACY THEORY IN AMERICAN THOUGHT & CULTURE**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

**CPE**

Conspiracy Theory in American Thought and Culture is an historical and cultural analysis of the role conspiracy theories play in American popular understanding of historical events. Included in the analysis are the consideration and discussion of the role that conspiracy-oriented thoughts play and have played in American democracy. The course includes both the conspiracy theories that have existed throughout American history as well as the effects that those theories have had on American society and popular culture.

Included are examinations of such events in history as the assassination of President John F. Kennedy, the assassination of Dr. Martin Luther King Jr., the Apollo moon landing, and the terrorist attack on the World Trade Center on September 11, 2001. Also included will be topics such as the anti-masons of the 19th century, the Red Scare of the early 20th century, McCarthyism, and contemporary political trends. Essential questions in the course include: Where do conspiracy theories come from? Who subscribes to them? How do they help to shape our overall views of historical events? Why are they such a powerful force in American society?

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Express, verbally and in writing, the potential helpful and harmful aspects of conspiracy theory within the American democratic process
- Discuss the historical origins of many modern American conspiracy theories.
- Analyze and evaluate the validity of historical information
- Analyze and evaluate the validity of evidence used to support historical claims
- Analyze and evaluate the validity of argumentative methods used to make historical claims
- Evaluate the impact of conspiracy theories and conspiracies on American society.
- Evaluate arguments that use logical fallacies
- Argue for or against why conspiracy theories have become commonplace in mass media in the United States of the late 20th and earlier 21st centuries
- Argue for or against how conspiracism has emerged as a cultural phenomenon
- Articulate an understanding of individual propaganda techniques and how modern politics and advertising use fallacies to accomplish their objectives

**362 PSYCHOLOGY**
**Grade 10-12 College Preparatory**
**1 Semester 5 credits**

**360 PSYCHOLOGY**
**Grade 10-12 Accelerated**
**1 Semester 5 credits**

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major sub-fields within psychology such as learning,

thinking, motivation, and emotion. They also learn about the methods psychologists use in their science and practice. The curriculum includes such areas as personality theory, cognition, the biological basis of behavior, altered states of consciousness, abnormal psychology, and the treatment of psychological disorders. Students will be encouraged to be self-reflective of their own psyche.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Explain the major principles defining the various schools of psychological thought, or approaches to the study of psychology
- Describe how major anatomical systems (brain, nervous system, endocrine system) influence human behavior and thought
- Illustrate milestones of psychological development throughout the aging process

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Compare one's own growth and development to a selected theorist
- Conduct research on a field of study such as social psychology, developmental psychology, biopsychology, psych-physics, or cultural psychology

| **346 HOLOCAUST & HUMAN BEHAVIOR**<br>**Grade 11-12 College Preparatory**<br>**1 Semester 5 credits** | **349 HOLOCAUST & HUMAN BEHAVIOR**<br>**Grade 11-12 Accelerated**<br>**1 Semester 5 credits** |
|---|---|

**CPE**

This course explores cases of genocide: the intentional killing of a social group, in most cases by the government of a nation. The major goal of the course is to examine the reasons why genocide occurs in order to understand how to prevent its re-occurrence in the future. Relying on the contributions of sociology, psychology, history, and literature/film, the class explores such examples as the Armenian genocide of World War I, the Nazi Holocaust, the murder of Cambodians by the Khmer Rouge, the genocide of Tutsis in Rwanda, the slaughter of Muslims in Bosnia, and the recent slaying of the inhabitants of Darfur in the Sudan. The course also examines the issue of historical revisionism by the perpetrators of these horrific acts. It is preferred that students have taken World History prior to Holocaust and Human Behavior.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Distinguish fact from opinion in archival propaganda, identify stereotyping, and recognize bias
- Discuss the global impact of persecution of minorities
- Examine and analyze how ideologies relate to prejudice and how they might lead to genocide: racism, sexual orientation, creed, gender, religion, social class, age, and ethnicity

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Move from thought to judgment, to participation as they confront the moral questions inherent in a study of violence, racism, Anti-Semitism, and bigotry

**363 SOCIOLOGY**
**Grade 10-12 College Preparatory**
**1 Semester 5 credits**

**382 SOCIOLOGY**
**Grade 10-12 Accelerated**
**1 Semester 5 credits**

**CPE**

Sociology focuses on the dynamics of group behavior. This course examines the outcomes of societal or cultural reactions to current problems, possible alternatives to contemporary problems, and the relationships between various societal groups.

The socialization process, institutional structure of society, race relations, and social change are some of the topics that are studied. Class discussion centers on culture, family, norms, societal institutions, social class, religion, large group behavior, the media and social problems, and deviant behavior.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Describe how belief systems, knowledge, technology, and behavior patterns define cultures
- Evaluate information from different media sources, including television, print materials and internet resources and connect the information to the dynamics of group behavior
- Present information from various readings on the different traditions, practices, and perspectives of other societies or cultures as they relate to our global understanding of human behavior
- Apply a sociological imagination to the analysis of complex problems

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Analyze and interpret human behaviors, social groupings, and institutions to understand people and the relationships between individuals and among groups
- Compare examples of cultural elements (i.e., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using a variety of print and non-print sources (i.e., autobiographies, biographies, documentaries, new media, artifacts)
- Engage in the sociological research process

# WORLD LANGUAGE

Learning other languages reinforces the understanding of an individual's primary language and develops communicative competence, strengthens reading and writing skills, and opens the door to a deeper understanding of and appreciation for the richness of diverse cultures. Awareness of cultural differences and similarities is also essential to a complete education. Interdisciplinary themes allow students to use the language they acquire to learn about their world in general. In modern languages, direct communication with native speakers is the ultimate goal, with a focus on instruction in the four domains of speaking, reading, writing and listening.

| **RECOMMENDED COURSE SEQUENCE: French & Spanish<br>For class of 2024** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **GRADE 9** | Spanish 1 | French/Spanish 2 | French/Spanish 3 | | | | |
| **GRADE 10** | Spanish 1 | French/Spanish 2 | French/Spanish 3 | French/Spanish 4 | | | |
| **GRADE 11** | Spanish 1 | French/Spanish 2 | French/Spanish 3 | French/Spanish 4 | French/Spanish 5 | | |
| **GRADE 12** | Spanish 1 | French/Spanish 2 | French/Spanish 3 | French/Spanish 4 | French/Spanish 5 | AP | Adv. Lang. Study |

**552 FRENCH 1 (Offered if possible)**
**Grade 9-12 College Preparatory**
**1 Semester 5 credits**

French 1 is an introduction to the French language and Francophone cultures. This course assumes that the student has **not** taken middle school French. The essential learning is basic reading, listening, writing, and speaking skills through study of fundamental vocabulary, sentence structure, and grammar. Communication using simple vocabulary and conversational patterns is emphasized. The history and culture of the French-speaking world are integral parts of the course, including the connections between the Francophone and American languages and cultures.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Communicate orally and in writing about everyday events and personal needs using appropriate grammar fundamentals and various tenses (present, past, future)
- Interpret authentic text in the form of newspaper announcements and ads
- Present research findings on Francophone history (historical persons, events, holidays), geographic regions, cultural traditions, and artistic movements
- Compare and contrast aspects of Francophone and English language and culture, customs, holidays, and festivals

**5566 FRENCH 2**
**Grade 9-12 College Preparatory**
**1 Semester 5 credits**

**5577 FRENCH 2**
**Grade 9-12 Accelerated**
**1 Semester 5 credits**

Reading, listening, writing, and speaking skills studied in these courses are more advanced than the French 1 level with expanded vocabulary and the use of more advanced grammar. French 2 learners should understand, produce, and write key words and cognates, as well as use formulaic phrases that are highly contextualized. Students will be able to understand authentic text and read narratives on everyday themes. Authentic listening and reading materials from the Francophone world will be emphasized.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand written information in familiar contexts such as train schedules, road maps, menus, and street signs
- Understand native speakers during speech samples regarding basic personal and social contexts
- Write messages, lists, postcards, notes, and passages on familiar topics combining the specific categories of vocabulary and grammar taught in the class
- Respond orally to simple, direct questions or requests and ask a few formulaic questions, as well as respond using learned phrases and structures

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Compare and contrast French and American culture and customs with greater ease in the target language

- Describe historical and geographical differences in Francophone countries, including historical figures and events
- Conduct and understand conversations using a variety of tenses and grammatical structures with minimal errors or English interference
- Attain a proficient grade on an oral placement exam for this level

| **5588 FRENCH 3** | **5599 FRENCH 3** |
|---|---|
| **Grade 10-12 College Preparatory** | **Grade 10-12 Accelerated** |
| **1 Semester 5 credits** | **1 Semester 5 credits** |

French Intermediate I furthers the study of French language and culture to refine the skills of reading, listening, writing, and speaking skills on topics such as home life, fashion, vacation, and travel. Expanded vocabulary, language interpretation, and increasingly complex grammatical structures are presented. An exploration of Francophone cultures around the world, with a particular emphasis on the attitudes, experiences, and worldviews of young people in the Francophone world are essential aspects of the course.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Communicate orally and in writing with moderate ease and fluency using various tenses (present, past, future, imperfect, conditional)
- Read and summarize authentic text on a variety of themes
- Compare and contrast American and Francophone holidays and festivals

Students electing to receive Accelerated credit will demonstrate all of the above and:

- Research and present findings on Francophone music, art, history, and culture with an emphasis on analyzing connections and comparisons of the contributions to our society as a whole
- Extend linguistic ability by reading and writing compositions and expository essays comparing worldviews with those of students in France
- Attain a proficient grade on an oral placement exam for this level

| **5589 FRENCH 4** | **5590 FRENCH 4** |
|---|---|
| **Grade 10-12 College Preparatory** | **Grade 10-12 Accelerated** |
| **1 Semester 5 credits** | **1 Semester 5 credits** |

French Intermediate II is the study of French at a higher level of complexity, and further continues to refine and expand vocabulary to facilitate discussion of a number of events in relation to each other. Increased reading, listening, writing, and speaking skills on topics such as chores, shopping, traveling, medical visits, personal relationships, and jobs are presented. Sophisticated grammatical structures, such as using pronouns to polish communication skills, as well as all the necessary verb tenses to carry on a conversation of increased complexity, are additions to the continued study of the language. The course outline also includes the introduction to Francophone literature, cinema, history, and geography.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Communicate orally and in writing with moderate to advanced ease and fluency
- Write compositions and persuasive essays using sophisticated grammatical structures and complex verb tenses
- Present formal oral reports that summarize information on a variety of historical, cultural, and literary topics
- Make inferences regarding Francophone beliefs and values and analyze the historical importance of France in other parts of the world

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Perform interpersonal and presentational speaking and writing activities in preparation for the Advanced Placement level of French language and culture study
- Attain a proficient grade on a placement exam for this level that emphasizes pre-AP design

| **586 FRENCH 5** | **570 AP FRENCH LANGUAGE AND CULTURE** |
|---|---|
| **Grade 11-12 Accelerated** | **Grade 11-12 Advanced Placement** |
| **1 Semester 5 credits** | **Full Year 10 credits** |

During the first semester, study in French Intermediate III and AP French incorporate a comprehensive review of the grammar needed for communicative fluency in the language, including vocabulary to enhance oral and written communication on a wide range of topics. Students refine their speaking skills through presentations and conversation, their listening skills through native-speaker podcasts, music, and film clips, their writing skills through extensive journal and essay writing, and their reading skills through the study of French literature. Students concentrate on developing language proficiency in preparation for the SAT II test in French and the AP French Language examination. During the second semester, the AP French course emphasizes mastery of linguistic competencies at a very high level of proficiency in listening comprehension, essay writing, impromptu speaking, reading comprehension, and skill in the technicalities of the French language. In addition, students will continue to prepare for the AP French Language exam. AP students are required to take the AP exam in May.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Communicate orally and in writing using complex language structures and expansive vocabulary with advanced ease and fluency
- Interpret French linguistic and non-linguistic communication
- Analyze Francophone practices and products within the appropriate cultural context
- Explain the historical significance of important movements in French art, music, literature, architecture, politics, and sociology
- Read and analyze literary works such as short stories, poetry and one act plays.
- Compare and contrast points of view within and among cultures.
- Synthesize selected audio and written text as a means to present formal oral reports on a variety of cultural topics

**6122 SPANISH 1**
**Grade 9-12 College Preparatory**
**1 Semester 5 credits**

Spanish 1 is an introduction to the Spanish language and cultures. This course assumes that the student has **not** taken middle school Spanish. The essential learning is basic reading, listening, writing, and speaking skills through study of fundamental vocabulary, sentence structure, and grammar. Communication using simple vocabulary and conversational patterns is emphasized. The history and culture of the Spanish-speaking world are integral parts of the course including the connections between the Hispanic and American languages and cultures.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Communicate orally and in writing about everyday events and personal needs using appropriate grammar fundamentals and various tenses (present, past, future)
- Interpret authentic linguistic output in the form of newspaper or television ads, articles, letters, announcements, and magazines
- Present research findings on Hispanic history (historical persons, events, and holidays), geographic regions, cultural traditions, and artistic movements
- Compare and contrast aspects of Hispanic and English language and culture, customs, holidays, and festivals

**6844 Spanish 2**
**Grade 9-12 College Preparatory**
**1 Semester 5 credits**

**6866 SPANISH 2**
**Grade 9-12 Accelerated**
**1 Semester 5 credits**

Spanish 2 level continues the study of Spanish language and culture. Continued reading, listening, writing, and speaking skills used in daily situations are emphasized. Novice III learners can understand, produce, and write key words and cognates, as well as use formulaic phrases that are highly contextualized. Students will be able to understand authentic text and read narratives on everyday themes.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Understand written information in familiar contexts such as train schedules, road maps, menus, and street signs
- Understand native speakers during speech samples regarding basic personal and social contexts
- Write messages, lists, postcards, notes, and passages on familiar topics combining the specific categories of vocabulary and grammar taught in the class
- Respond orally to simple, direct questions or requests and ask a few formulaic questions, as well as respond using learned phrases and structures
- Compare and contrast Hispanic and American culture and customs

Students electing to earn Accelerated credit will demonstrate the above and:

- Complete journal entries of 150 words or more on a variety of topics

- Listen to authentic podcasts and summarize content
- Demonstrate comprehension of short narratives and dialogues by native speakers and be able to answer oral questions
- Read and understand authentic text such as glossed stories and current events online.
- Be able to succeed in a rigorous course conducted in the target language
- Attain a proficient grade on an oral placement exam for this level

| **6233 SPANISH 3** | **6244 SPANISH 3** |
|---|---|
| **Grade 10-12 College Preparatory** | **Grade 10-12 Accelerated** |
| **1 Semester 5 credits** | **1 Semester 5 credits** |

The Spanish 3 semester of language study engages the student in expanding and demonstrating communication ability in the following areas: interpersonal (writing and speaking), interpretive (reading and writing), and presentational (writing and speaking). The integration of these skills is vital to successful communication in the target language.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Increase ability to read and comprehend a variety of authentic materials
- Continue study of more complex grammar including subjunctive mood, familiar and formal commands, present perfect, pluperfect conditional tenses
- Communicate effectively by writing a 5 paragraph essay comparing and contrasting a cultural topic
- Demonstrate understanding of more complex narratives and dialogues.
- Compare and contrast Hispanic artists and musicians

Students electing to receive Accelerated credit will demonstrate the above and:

- Keep a journal that will be used through AP Spanish or Intermediate 3
- Be self-motivated learners able to succeed in a rigorous course conducted exclusively in the target language
- Read the 14 chapter novel *La Catrina* and be able to summarize the plot using appropriate imperfect and preterit tenses

| **6255 SPANISH 4** | **6266 SPANISH 4** |
|---|---|
| **Grade 10-12 College Preparatory** | **Grade 10-12 Accelerated** |
| **1 Semester 5 credits** | **1 Semester 5 credits** |

Spanish 4 is designed to further refine and expand the practical, communicative use of vocabulary and grammar in formal and informal modes: interpersonal (writing and speaking), interpretive (reading and writing), and presentational (writing and speaking). The most important language skill at this level is the ability to synthesize cultural information from authentic audio and written documents to create formal oral two- minute presentations and 250 word comparative essays. At this level, the reading, listening, writing, and speaking activities increase in complexity and length. Sophisticated grammatical structures such as present and imperfect subjunctive and adverbial clauses will be emphasized and enhance oral and written proficiency.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Communicate orally and in writing with moderate ease and fluency (Interpersonal and Presentational Modes)
- Write comparative synthesized essays and informal email notes using authentic sources, sophisticated grammatical structures and complex verb tenses
- Read authentic material and short stories (Interpretive Mode) and make inferences regarding beliefs, values and contributions of art, literature, music and cultural heritage attractions of Spain, Central and South America
- Continue journal writing to increase written fluency

Students electing to earn Accelerated credit will demonstrate the above and:

- Complete additional readings, presentational speaking and writing assignments that reflect the pre-AP curriculum to prepare for the AP Spanish Language and Culture course
- Attain a proficient grade on an oral placement exam for this level
- Prepare a formal two minute presentation based on a synthesis of two cultural sources.
- Be self -motivated learners able to succeed in a rigorous course conducted exclusively in the target language

| **679 SPANISH 5** | **680 AP SPANISH LANGUAGE AND CULTURE** |
|---|---|
| **Grade 11-12 Accelerated** | **Grade 11-12 Advanced Placement** |
| **1 Semester 5 credits** | **Full Year 10 credits** |

**CPE**

The final semesters of language study engage the student in fine-tuning proficiency in the communicative modes: Interpersonal (writing and speaking), Interpretive (reading and writing), and Presentational (writing and speaking). The integration and synthesis of these skills and effective effort both in and out of the classroom to master these skills are vital to successful communication in the target language and to receiving a proficient score on the AP Spanish Language Exam. The College Board approves the AP syllabus and all lessons are connected to the six major themes of: Global Challenges, Personal and Public Identities, Science and Technology, Beauty and Aesthetics, Contemporary Life and Families and Communities.

Students refine their speaking skills through presentations and impromptu and simulated phone conversations, and their listening skills through detailed assessments of native-speaker podcasts, music, and film. Writing skills are refined through extensive journal and essay writing, and reading skills through the study of Spanish literature. Students prepare for the SAT II test in Spanish and the AP Spanish Language examination in the spring. AP students are required to take the AP Spanish Language exam in May.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Read and analyze literary works such as short stories, poetry and one act plays
- Compare and contrast points of view within and among cultures
- Communicate orally and in writing using complex language structures and expansive vocabulary with advanced ease and fluency
- Synthesize selected audio and written text as a means to present formal oral reports on a variety of cultural topics

## *WORLD LANGUAGE ELECTIVES*

**SPANISH IMMERSION AND HOMESTAY**
**Grades 9-12 Unleveled**
**1 week during April Vacation, plus utility block sessions**
**1.5 credits**

Every other academic year during April vacation, students enrolled in Spanish Novice III or higher are eligible to participate in a week long trip to a native speaking country. Each student is required to participate exclusively in Spanish with the host family during the three meals shared with them each day. In addition, students attend school, complete 20 hours of immersion classes with their instructor and take a proficiency exam on the last day of class. In preparation for the trip, students attend monthly lunch meetings to learn about the history and culture of the country selected.

Upon returning to Cohasset, participants create and share slide shows describing their personal experiences of the language classes and homestay.

**Learning Outcomes**

Upon completion of this elective, students will demonstrate the ability to:

- Communicate orally in Spanish during the entire exchange with host family, language instructor, and during excursions.
- Describe facts regarding the importance of ecotourism and coffee production in the country's economy.
- Read and follow a local road map.
- Describe the significance of the preservation of the rain forest.
- Analyze Spanish and English language, culture, cuisine, customs, and landscapes in the context of each culture's particular worldview.
- Apply cross-cultural adaptation skills to experiences and appreciate other cultures beyond the United States and the host country.

**599 FRENCH EXCHANGE; Sucy-en-Brie**
**Grade 10-12 Unleveled**
**2 weeks in October & April; plus 6 to 8 utility block sessions 2.5 credits**

Every other academic year, students who have completed French Intermediate I or higher, are eligible to participate in an exchange with a French high school. The exchange takes place over two weeks in October and two weeks in February, in addition to preparatory classes taught over the course of the intervening months.

In October, each student hosts a student from the French high school in his/her home for approximately two weeks. In February, the Cohasset student travels to France for approximately two weeks and is hosted by his/her French correspondent. The homestays are an integral part of the exchange experience and each student is expected to share and learn about aspects of his/her own and his/her correspondent's culture. The student uses primarily English to communicate with his/her correspondent while in Cohasset and French while in France. Each exchange participant also attends and takes part in a variety of cross-cultural events organized by the exchange faculty and which are conducted in French and/or English as appropriate. The February portion of the exchange includes a three-day excursion to Normandy.

In addition, students attend at least six (6) class sessions that take place between October and April. In these sessions, students study history, geography, and language conventions related specifically to the sites to be visited, and the events and activities planned for the time in France. Students study some or all of the following topics: the history and structure of the city of Paris (including Ile de la Cité, Notre Dame, the Latin Quarter, the Sorbonne, the Pantheon, the Arc de Triomphe and les Invalides, Montmartre and the Sacre Coeur, the Marais and Jewish history; significant movements and works in the history of art (Louvre, Musée d'Orsay, Modern Art Museum); and elements of medieval through modern history of Normandy (William the Conqueror, Joan of Arc, Mont St. Michel, and the sites and events of D-Day and the Allied liberation of Normandy).

As a final outcome of the course/exchange, the student keeps a journal in French of his/her experience, produces a comprehensive album/scrapbook in French, and prepares/presents (in French) a special research/ethnographic project based on a particular aspect of French culture of interest to him/her.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Communicate orally and in writing using complex language structures and expansive vocabulary with moderate ease and fluency
- Describe major historical facts regarding the founding and growth of Paris
- Identify the historical and architectural importance of major Parisian monuments
- Navigate around the city of Paris using the metro
- Order food and participate in meals using conventional French language and customs
- Identify and analyze major art works within their historic and/or artistic context
- Describe the historical significance of the major events and sites in Normandy
- Analyze French and American language, culture, cuisine, customs, and landscapes in the context of each culture's particular worldview
- Apply cross-cultural adaptation skills to experiences with or in other cultures beyond the United States and France

**553 ADVANCED LANGUAGE STUDY (FRENCH AND/OR SPANISH)**
**Grade 12 Accelerated**
**1 Semester 5 credits**

This course is intended for students considering a language major in college and offered in certain years according to demand. In this course, advanced language students who have completed the traditional sequence of grammar/literature-based world language courses will participate in a full immersion program of activities to maintain and further their fluency in the language and its culture. In this course, students will use the target language exclusively. They will study at least one novel, various literary excerpts, historical essays, short stories, and poetry. Students will interpret contemporary cultural artifacts, including newspapers, music, film, art, and historical or cultural audio or video recordings. They will practice and improve their oral communication skills by discussing the course materials within their literary, historical, and cultural contexts. Students will use the target language creatively according to their individual learning styles and levels of readiness.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Communicate orally and in writing using complex language structures and expansive vocabulary advanced ease and fluency
- Make connections between world cultures, political systems, and global issues
- Compare and contrast the lifestyle and worldview of international and American cultures
- Extend linguistic ability by comparing the history, the arts, and contemporary issues through research, reading, written pieces, and creative and expository essays

**FRENCH AND SPANISH LANGUAGE CONTINUATION**
**Grades 9-12 College Preparatory**
**1 term 2.5 credits**
**Prerequisite: French or Spanish 2**

This course is designed to be an independent study to maintain proficiency in French and Spanish between semesters when the next sequence of language study may not be available in the semester immediately following one's language course. Students will create an online portfolio showing their progress in language retention by completing a series of online listening, speaking, reading and writing activities that progress in level of difficulty. Tests and quizzes are administered online in the computer and or language laboratory, and students will proceed at their own individual pace. This is an excellent choice for a seamless transition to upper level language study.

**Learning Outcomes**

Upon completion of this course, all students will be able to demonstrate skill in the following:

- Use intermediate vocabulary in a variety of everyday situations.
- Use and master the 50 most common verbs in the present, preterit, imperfect, future and conditional tenses

- Improvement in overall language acquisition with a focus on authentic reading, listening, and grammar in context
- Create informal and formal language samples using the recording application in the language lab
- Self-assess areas in language learning that need improvement that will become a personal focus for study and mastery during this term

# MATHEMATICS

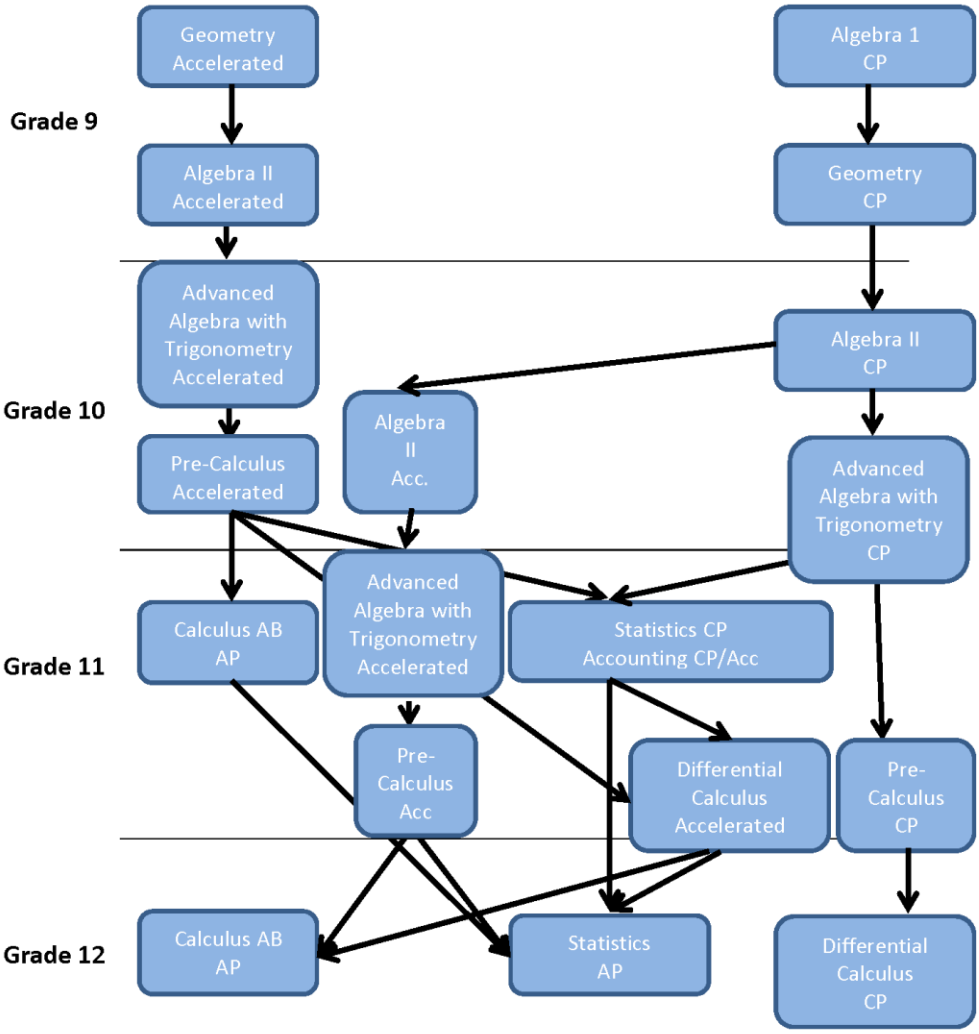
As the impact of technology on our society continues to broaden in the 21st century, a foundation in and facility with mathematics will become increasingly necessary. This society is one that utilizes calculators and computers, one where mathematics is being applied in diverse fields, and one that needs mathematically literate citizens.

The mathematics content standards at the high school level are directly aligned with the Massachusetts Curriculum Frameworks and are organized around five enduring understandings that are important to the discipline of mathematics. These enduring understandings are Number Properties and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebraic Thinking. Theses understandings are conceptual organizers for mathematics and are similar at each grade level to ensure that students have multiple opportunities to develop their mathematical skills, a proficient understanding of the mathematical process that allows students to make connections between these skills, the processes, and real-life applications. The TI 83/84 graphing calculator, a requirement for students enrolled in most math courses, offers students an opportunity to be actively engaged in mathematical inquiry, a deeper mathematical understanding, and an understanding of the limitations and benefits of technology.

Sophomores and juniors in a spring semester elective CPE designated math course can earn their CPE by completing a project after graduation and/or the completion of the respective AP exam for that course.

| **MATHEMATICS COURSES** | | | | | | |
|---|---|---|---|---|---|---|
| GRADE 9 | Algebra I<br>CP | Geometry<br>CP/Acc | Algebra II<br>CP/Acc | | | |
| GRADE 10 | Algebra II<br>CP/Acc | Advanced Algebra with Trigonometry<br>CP/Acc | Precalculus<br>CP/Acc | Integrated Algebra/ Geometry<br>CP | | |
| GRADE 11<br>GRADE 12 | Trigonometry<br>CP/Acc | Differential Calculus<br>Acc | Calculus<br>AP | Statistics<br>CP | Statistics<br>AP | Principles of Finance<br>CP<br><br>Accounting<br>A/CP |

## Math


Grade 9
Grade 10
Grade 11
Grade 12
Geometry Accelerated
Algebra II Accelerated
Advanced Algebra with Trigonometry Accelerated
Pre-Calculus Accelerated
Calculus AB AP
Calculus AB AP
Algebra 1 CP
Geometry CP
Algebra II CP
Advanced Algebra with Trigonometry CP
Algebra II Acc.
Advanced Algebra with Trigonometry Accelerated
Statistics CP Accounting CP/Acc
Pre-Calculus Acc
Differential Calculus Accelerated
Pre-Calculus CP
Statistics AP
Differential Calculus CP

**202 ALGEBRA I**
**Grade 9 College Preparatory**
**1 Semester 5 credits**

This course, which continues algebra study from the eighth grade, develops a broad understanding of the structure of elementary algebra and the manipulative skills necessary for applications. The topics included in this course are operations on real numbers, solving multi-step algebraic equations, graphing relations and linear functions, quadratic functions, exponentials, operations with polynomials, solving systems of equations and inequalities, exponents and radicals, direct and inverse variation, absolute value, and factoring polynomial expressions. Class discussion and practice will emphasize algebraic reasoning and problem solving. A graphing calculator is required.

*Prerequisite: Successful completion of grade 8 Mathematics or teacher recommendation.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Solve and graph linear equations and inequalities.
- Solve absolute value equations and inequalities.
- Write equations of lines in slope-intercept form, standard form, and point-slope form.
- Solve and graph systems of linear equations and inequalities.
- Use exponent rules to simplify expressions.
- Simplify radical expressions.
- Add, subtract, multiply and factor polynomials.

**222 GEOMETRY**
**Grade 9 College Preparatory**
**1 Semester 5 credits**

**221 GEOMETRY**
**Grade 9 Accelerated**
**1 Semester 5 credits**

This course is the study of Euclidean geometry, where students analyze characteristics and properties of two- and three-dimensional geometric shapes, and develop mathematical arguments about geometric relationships. Students will develop the ability to use visualization, spatial reasoning, and geometric modeling to solve problems. Physical models and other real-world objects will be used to develop intuition and understanding of abstract ideas. Students will specify locations and describe spatial relationships using coordinate geometry and other representational systems. The course will apply transformations and use symmetry to analyze mathematical situations. Students will apply appropriate techniques, tools, and formulas. Connections between geometry and algebra will be explored at a rigorous level. A graphing calculator is required. *Prerequisite: Successful completion of Algebra I.*

**Learning Outcomes**

Upon completion of the course, students will be able to:

- Complete formal proofs based upon defined terms, postulates, and theorems in a systematic and logical manner.
- Understand congruence and similarity of shapes

- Prove geometric theorems about lines, angles, triangles, parallelograms, and similarity
- Make geometric constructions using a compass and straight edge
- Define trigonometric ratios and solve problems involving right triangles
- Apply the Pythagorean Theorem to a variety of right triangle problems
- Describe how change in one or more dimensions of a geometric figure or object affects the perimeter, circumference, area and/or volume of the figure or object.
- Experiment with transformations in the coordinate plane and accurately describe these transformations
- Understand and apply theorems about circles and find arc length and areas of sectors of circles
- Use geometric models and ideas to gain insights into and answer questions in other areas of mathematics and into other disciplines and areas of interest, such as art and architecture.

**232 ALGEBRA II**
**Grade 9-10 College Preparatory**
**1 Semester 5 credits**

**231 ALGEBRA II**
**Grade 9-10 Accelerated**
**1 Semester 5 credits**

This course will rely upon and extend the students' knowledge and skills obtained in studies of first year algebra and geometry. This course is organized around families of functions, including linear, quadratic, rational, radical, logarithmic, and exponential. Students will represent them in multiple ways: as verbal descriptions, equations, and graphs. Students will use mathematical models to simulate real life applications within each unit. Units on data analysis and probability will be included. *Prerequisite: Successful completion of Algebra I and Geometry and graphing calculator.*

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Use function and interval notation and interpret functions in real world applications.
- Solve direct and inverse variation problems.
- Graph linear, absolute value, quadratic, and polynomial functions using transformations.
- Solve systems of equations and inequalities in regards to application word problems.
- Extend the properties of exponents to rational exponents.
- Perform arithmetic operations with complex numbers and simplify with powers of i.
- Solve quadratic equations using all methods and effectively describe the best method given a problem.
- Understand the relationship between zeros and factors of a polynomial and its graph.

Students electing to earn Accelerated credit will demonstrate all of the above and

- Extend analysis and use of functions with a focus on linear, quadratic, absolute value, and exponential growth and decay functions.
- Factor polynomials in quadratic form.
- Solve a 3 x 3 system by hand and using matrices.
- Simplify rational expressions that involve complex fractions.
- Write the equation of a quadratic given complex roots.

**291 ADVANCED ALGEBRA WITH TRIGONOMETRY**
**Grade 10-12 Accelerated**
**1 Semester 5 credits**

The topics the students will study in this course are analytical geometry, trigonometric functions, trigonometric equations, triangle trigonometry, trigonometric identities, polar coordinates, complex numbers in trigonometric form, and operations with complex numbers in trigonometric form.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Define the six trigonometric functions of any angle and use these functions to solve for missing information in application problems.
- Identify the characteristics of the unit circle and describe its relationship to real numbers.
- Predict and interpret the effects of the parameters a, b, c, and d on the graph of $y = a \sin(bx + c) + d$ as well as the graphs of the cosine and tangent functions; use these to model periodic problems.
- Use the Laws of Sines and Cosines in advanced applications involving surveying and navigation.
- Solve advanced problems with the Pythagorean identities, polar coordinates and DeMoivre's Theorem.
- Use Pythagorean identities to derive and apply double and half angle formulas.
- Use trigonometric graphs to predict outcomes and explain phenomena involving advanced applications that model periodic behavior.

**292 ADVANCED ALGEBRA WITH TRIGONOMETRY**
**Grade 10-12 College Preparatory**
**1 Semester 5 credits**

This academic level course is an extension of Algebra 2 with an introduction to trigonometry. Students are exposed to advanced algebra concepts as well as topics in trigonometry in preparation for college level work. The course is designed for students who want and need a review of math concepts before taking a first-year college mathematics course.

**Learning Outcomes:**

Upon completion of this course, students will be able to:

- Extend analysis and use of functions with a focus on linear, quadratic, absolute value and exponential growth and decay functions.
- Apply long division and synthetic division to find zeros of polynomial functions.
- Graph basic polynomial functions.
- Use area, volume, surface area, and circle formulas to solve geometric problems.

- Apply properties of transformations in the coordinate plane.
- Define the six trigonometric functions of any angle.
- Use right triangle trigonometry and special right triangles to solve application problems.
- Identify the characteristics of the unit circle and describe its relationship to real numbers.
- Solve problems with the trigonometric identities and equations.

## *MATHEMATICS ELECTIVES*

**273 MATH FOUNDATIONS**
**Grade 9 College Preparatory**
**1 Quarter 2.5 credits**

Math Foundations is offered for students who have not yet mastered grade-level math curriculum. The course embraces grade level standards outlined by the Massachusetts Department of Elementary and Secondary Education and embraces the following beliefs:

- Every student is capable of accessing grade-appropriate work if provided appropriate support and
- Regular access to grade-appropriate work is critical to their academic development.

In the High School Math Foundations course, students are provided grade-appropriate work where ongoing data on their abilities is collected and analyzed. The scaffolding strategies students need are provided within the context of their grade-level math course. Students are provided with review of the prerequisite skills needed to strengthen and master grade-level/course topics. This class is supplemental to the students' regular course of study in mathematics.

**Learning Outcomes:**

Upon completion of this course, students will be able to:

- Solve and graph linear equations and inequalities.
- Write equations of lines in standard form, slope-intercept form and point-slope form.
- Solve and graph systems of linear equations and inequalities.
- Solve absolute value equations and inequalities.
- Use power rules to simplify monomial expression involving exponents.
- Work with and interpret numbers in scientific notation.
- Add, subtract, multiply and factor polynomials.
- Use linear equations and systems, quadratic equations and exponential equations to solve real-world problems.

**272 INTEGRATED ALGEBRA/GEOMETRY**
**Grade 10 College Preparatory**
**1 Semester 5 credits**

Integrated Algebra/Geometry is intended for those students who can benefit from greater individual attention and smaller class size. The course emphasizes an understanding of basic mathematical concepts and applications in algebra and geometry and concentrates on the

basic arithmetic, algebra, and geometry skills needed in today's world. The course will develop the students' ability to represent and analyze mathematical situations and structures using symbols. Students will use mathematical models to represent and understand real world situations. This class is supplemental to the students' regular course of study in mathematics.

*Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II.*

**Learning Outcomes**

Upon completion of this course, students will be able to apply concepts from Algebra I, Geometry, and Algebra II regarding the Standards for Mathematical Practice. Students will be able to:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics and use appropriate tools strategically.
- Look for and make use of structure while attending to precision.
- Look for and express regularity in repeated reasoning.
- Solve short answer and open response problems algebraically, numerically, and analytically.

**242 PRECALCULUS**
**Grade 10 College Preparatory**
**1 Semester 5 credits**

**241 PRECALCULUS**
**Grade 10 Accelerated**
**1 Semester 5 credits**

This course is designed to assist students to develop the knowledge and skills necessary to be successful in a calculus course. This involves the extensive study of various types of functions: polynomial, rational, trigonometric, exponential, and logarithmic. These functions will all be studied from numerical, graphical, and analytical approaches. In addition, students will also study complex numbers, and series and sequences.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Evaluate, graph, and find the domains of the following functions: constant, linear, absolute value, quadratic, square root, cubic, cube root, polynomial, rational, exponential, and logarithmic.
- Find the inverses of the above functions algebraically and graphically.
- Analyze the graphs of the above functions and identify transformations of these functions.
- Find arithmetic combinations and compositions of the above functions.
- Determine the number of real and complex roots of a polynomial function and find the zeros.
- Rewrite logarithmic functions with different bases.
- Solve quadratic, polynomial, exponential, and logarithmic equations and use them to solve real-world problems.

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Use properties of logarithms to evaluate, rewrite, expand, or condense logarithmic expressions.
- Solve polynomial inequalities in one variable by sign analysis.
- Find the limit of a function and use the information to graph rational functions.
- Simplify rational expressions involving radical expressions and difference quotients.
- Use sequence, factorial, and summation notation to write terms and sums of sequences.
- Write and use arithmetic and geometric sequences.

**251 DIFFERENTIAL CALCULUS**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

This class is intended for students who have a good knowledge of analytic geometry, algebra, and elementary functions. The focus of the class is the understanding of the concepts of differential calculus. Topics in the course include functions, limits, and derivatives, differentiation rules and applications of differentiation.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Represent and solve problems graphically, numerically, and analytically.
- Differentiate function and use the results to solve maximum and minimum problems, position, velocity, and acceleration examples.
- Analyze models and interpret the derivatives of functions.
- Use the calculator to get numerical derivatives and to confirm the results of algebraic differentiation.

Students electing to earn Accelerated credit will demonstrate all of the above and

- Represent and analyze mathematical situations and structures using algebraic symbols and mathematical models to represent and understand quantitative relationships.
- Analyze the behavior of a function represented in symbolic or graphic form using an intuitive approach to the concept of limit.

**240 AP CALCULUS AB**
**Grade 12 Advanced Placement**
**Full Year 10 credits**

**CPE**

This course is a full year calculus course for the advanced student in preparation for the Calculus AB Advanced Placement Examination. This is a college-level course on differential and integral calculus, equivalent to one semester of calculus at most universities. Topics include limits and continuity, techniques of differentiation, derivatives and their

applications including maximum and minimum problems, related rates and optimization, curve sketching from derivatives, techniques of integration, integrals and their applications including area under a curve and volumes of rotation, the Fundamental Theorem of Calculus and an introduction to differential equations using linear approximation and slope fields. The focus of the course is on conceptual understanding and working with functions represented graphically, numerically, analytically, and verbally. In order to take the class, a student must possess a thorough understanding of algebra, trigonometry and pre-calculus at an advanced level and is required to be recommended by their Pre-Calculus teacher. At the conclusion of the course, the students will take the AP Calculus AB exam administered by the College Board.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Describe the behavior of functions.
- Interpret the concept of the derivative graphically, numerically, analytically and verbally.
- Use derivatives to solve problems.
- Use integrals to solve problems.

**263 STATISTICS**
**Grade 11-12 College Preparatory**
**1 Semester 5 credits**

**CPE**

Statistics introduces students to data analysis and statistical reasoning. Students learn to describe patterns and departures from patterns, to understand the importance of collecting data according to a well-developed plan, to use probability to anticipate patterns, and to use inference to estimate population parameters, and to test hypotheses.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Represent data graphically and use measures of center and spread to describe, analyze, and standardize such data.
- Conduct random sampling of data and understand the difference between data collected via surveys, observational studies, and experiments.
- Use a table of standard Normal probabilities to perform calculations pertaining to any Normal distribution, including sampling distributions.
- Conduct a critical statistical analysis of quantitative data collected by the student.
- Conduct an analytical study of bias in surveys.
- Create a simulation for acquiring empirical estimates of theoretical probabilities.
- Use mathematical models to simulate real life applications relative to data analysis and probability.
- Construct a confidence interval for estimating population parameters.
- Perform a hypothesis test of significance.

- Design an experiment or observational study to generate and analyze data using Confidence Intervals and/or Tests of significance.

**270 AP STATISTICS**
**Grade 11-12 Advanced Placement**
**Full Year 10 credits**

**CPE**

This course is an introductory college-level course designed to guide students in developing strategies for collecting, modeling, analyzing, and drawing conclusions from data. The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Data must be collected according to a well-developed plan if valid information on a conjecture is to be obtained. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Statistical inference guides the selection of appropriate models.

Students will be able to produce convincing oral and written statistical arguments, using appropriate terminology. Students will also use technology as an aid in solving statistical problems. Students will learn to critically examine and evaluate published statistical information. All students will be required to take the AP exam.

**Learning Outcomes:**

Upon completion of this course, students will be able to

- Interpret graphical displays in terms of shape, center and spread of the distribution, as well as gaps and outliers, and use a variety of numerical techniques (mean, median, quartiles, five-number summary, inter-quartile range, standard deviation, range, and variance) to describe a distribution.
- Construct and interpret a scatter plot for a set of bivariate data and compute and interpret the correlation *r* between two variables.
- Construct and interpret a regression line, given a bivariate data set, and demonstrate an understanding of how one measures the quality of a regression line as a model for bivariate data.
- Use transformations involving powers and logarithms to linearize curved relationships.
- Distinguish between, and discuss the advantages of, observational studies and experiments.
- Identify and explain the three basic principles of experimental design and explain what is meant by a completely randomized design. Distinguish between the purposes of randomization and blocking in an experimental design.
- Perform a simulation of a probability problem using a table of random numbers or technology and use the basic rules of probability to solve probability problems, to solve probability questions in a binomial and a geometric setting, and to solve a binomial probability problem using a Normal approximation.

- Calculate the mean and variance of a discrete random variable, of distributions formed by combining two random variables, and for binomial and geometric random variables.
- Use a Normal approximation to solve probability problems involving the sampling distribution of a sample proportion and sample mean.
- Construct and interpret a confidence interval for population means (including paired data), for population proportions, and for the slope of the regression line.
- Conduct one-sample and paired data t significance tests, a z significance tests for a population proportion, a significance test for the difference between two population means and two population proportions, a chi-square goodness of fit test, a chi-square test for homogeneity of populations, a chi-square test of association/independence and a test of the hypothesis that the slope of the regression line is 0 in the population.
- List the conditions that must be present to construct a confidence interval or a test of significance.
- Explain and distinguish between two types of errors in hypothesis testing, and define the power of a test.

**226 PRINCIPLES OF FINANCE**
**Grade 11-12 College Preparatory**
**1 Semester 5 credits**

**CPE**

This class is designed to provide students with the tools they need to begin planning their financial future. This practical class enables students to analyze their personal finance decisions, evaluate the effects of their decisions, and apply the knowledge to financial situations that may occur later in life.

**Learning Outcomes**

Upon completion of this course, students will be able to apply tools and concepts to post-secondary plans and effectively manage their financial decisions including:

- Setting Financial Goals
- Budgeting and Banking Basics
- Income and Employment
- Credit Cards and Managing Credit Issues
- Financing Higher Education, a Car, and Home
- Investments and the Stock Market
- Insurance
- Retirement

**228 ACCOUNTING**
**Grade 11-12 College Preparatory**
**1 Semester 5 credits**

**227 ACCOUNTING**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

The Accounting course is designed to provide students with the knowledge and skills necessary for a solid understanding of accounting principles. This course is extremely useful for anyone who plans on working in business, starting their own business, or who simply wants a good understanding of basic finances. This course introduces accounting for business and personal use, and serves as a good foundation for business opportunities, employment, and post-secondary studies in all areas of business.

Topics covered include cash control, payroll, financial statements, the accounting cycle, and fundamentals of bookkeeping. Using the "language of business," students will assemble and analyze, process, and communicate essential information about financial operations. The basic financial statements are presented—balance sheet and income statement. Students are exposed to the recording, summarization, and presentation of financial information and methods of analyzing these statements. Students learn accounting concepts and principles in a logical step-by-step manner with applications of both manual and computerized accounting.

**Learning Outcomes:**

Upon completion of this course, students will be able to:

- Define accounting and explain the effects on the business world.
- Develop an understanding of accounting terms, principles, and theories.
- Use appropriateness in their selection and use of accounting terminology.
- Describe the role accounting plays in planning, controlling and decision-making by management.
- Explain the accounting cycle including how information flows, the accounting equation, usage of debits and credits, and adjusting and closing requirements.
- Identify and create the basic financial statements used in a business and explain how the statements interrelate.
- Interpret the data presented in financial statements.
- Describe the objectives of internal control and define the elements of an internal control system especially as it relates to cash.
- Describe the classifications of receivables and the nature of and the accounting for the uncollectible accounts receivables.
- Identify current liabilities including payroll liabilities for employees and employers and prepare and analyze payroll reports.
- Analyze and solve application problems using mathematical ideas/techniques and accounting principles.
- Use accounting information to examine alternatives and draw conclusions.
- Understand the use of integrated accounting software to the accounting processes.

# SCIENCE & TECHNOLOGY/ENGINEERING

Advances in science and technology/engineering continue to dominate our changing world in the 21st century. Through a comprehensive curriculum based on an inquiry and investigative approach, study in science and technology/engineering provides students the opportunity to acquire the knowledge, skills, and processes necessary to function in a technologically advanced society. Particular areas of emphasis center on independent and active learning, critical thinking, decision-making, and problem solving using an expanding variety of research methodologies and participatory activities that not only focus on laboratory, fieldwork, and design challenges but also incorporate the interrelationship of science concepts with technological applications. In addition, courses in science & technology/engineering provide opportunities for students to (1) develop habits of mind, (2) become reflective human beings, (3) evaluate critical societal and environmental issues, and (4) explain the interconnectedness of STEM disciplines.

**9th Grade:**

- Intro to Physical Science (Q1 or Q2)
- Intro to Physics (Q3-Q4)

**10th (or 11th Grade):**

- Biology (Acc. or CP) (1 semester)
- CP Chemistry in the Community, or
- Accelerated Chemistry (each 1 sem.)

**11th and 12th Grade Electives:**

- Acc. Physics (1 sem.)
- Acc. Environmental Science (1 sem.)
- Acc. Anatomy & Physiology (1 sem.)
- CP Marine Science (1 sem.)
- Acc. Genetics & Biotechnology (1 quarter)
- CP Biodiversity Ecology (1 quarter)
- Acc. Neuroscience

**11th and 12th Grade AP Sciences:**

- AP Biology (full year)
- AP Chemistry (full year)
- AP Physics (full year)

**404 INTRODUCTION TO PHYSICAL SCIENCE**
**Grade 9**
**1 Quarter 2.5 credits**

This course will familiarize students with the basic principles of chemistry and physics, as well as reinforce science skills such as analyzing problems using the scientific method. Through collaborative work, laboratory investigations, virtual simulations, and discussion, students will be introduced to basic physical science concepts and establish foundational science skills that will be explored in further science coursework. Major topics of study include physical and chemical properties, thermal energy, conservation of energy, and learning to apply scientific formulas to real world phenomena. Concepts introduced in this course will be studied in greater depth in the full semester-length courses Introduction to Physics (470), and Accelerated Chemistry (431) or CP Chemistry in the Community (432).

**Learning Outcomes:**
Upon completion of this course, students will be able to:

- Develop scientific inquiry skills: (1) identify questions and concepts that guide scientific investigations; (2) design and conduct scientific investigations; (3) use technology and mathematics to improve investigations and communications; (4) formulate and revise scientific explanations and models using logic and evidence; (5) recognize and analyze alternative explanations and models; (6) communicate and defend a scientific argument.
- Analyze scientific hypotheses both qualitatively and quantitatively.
- Explain how physical and chemical properties reflect the nature of the interactions between molecules or atoms, and can be used to classify and describe matter.
- Explain the law of conservation of matter and energy.
- Describe the concepts of physics involving heat and energy.
- Compute solutions to physical, chemical, and energy problems that involve multiple relationships.
- Use scientific notation in solving complex formulas.
- Represent and describe motion in a variety of ways and provide data that can be used to construct explanations and make predictions about real-life phenomena.

**432 CHEMISTRY IN THE COMMUNITY**
**Grade 10 College Preparatory**
**1 Semester 5 credits**

This course provides students with a background in chemical concepts to gain an understanding of chemistry as a physical science, and the role chemistry plays in society and everyday situations. Course content places an emphasis on chemical structure, the language of chemistry, acids and bases, the periodic table, and local environmental issues. Students will explore the application of chemistry in our everyday lives and our environment through critical thinking, problem solving, and laboratory investigations. Students will work as teams to complete laboratory activities, evaluate data, and synthesize plausible inferences and applications. *Prerequisite: Successful completion of Introduction to Physical Science and Algebra I.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Articulate the importance of chemistry in our daily lives, within the local environment, and within the global community.
- Analyze key chemical concepts such as the structure of the atom, chemical equations, properties of matter, and the various types of chemical reactions (e.g., organic, redox, and acid/base).
- Explain the relationship of an element's position on the periodic table to its atomic number and identify families (groups) and periods on the periodic table.
- Use the periodic table to identify the three classes of elements: metals, nonmetals, and metalloids.
- Generate investigable questions and conduct experiments or non-experimental research to address them, using evidence to defend conclusions.
- Explain the important role that chemistry plays in everyday life.

**431 CHEMISTRY**
**Grade 10 Accelerated**
**1 Semester 5 credits**

This course places great emphasis on developing critical thinking and problem solving skills through laboratory experimentation, mathematical applications, and the sound reasoning found in the scientific method. Students will study the language of chemistry, atomic structure, the organization and practical use of the periodic table, and advanced topics. The idea of the mutual historical interdependence of science and technology to create currently accepted theories will be examined. The interconnectedness of scientific disciplines, current events, and environmental issues will also be summarized. Student teams will work effectively to evaluate data and synthesize plausible inferences. *Prerequisite: Concurrent or prior enrollment in Algebra II.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Classify samples of matter from everyday life as being elements, compounds, or mixtures.
- Explain the organizational structure (design) and communicate the usefulness of the Periodic Table to determine potential combinations of elements.
- Use evidence/data from chemical reactions to predict the effects of changes in variables (concentration, temperature, properties of reactants, surface area, and catalysts).
- Relate energy levels to configurations of atoms and molecules and relate transformations of energy to changes in these configurations.
- Acquire a firm foundation in the principles of theoretical chemistry through a rigorous application of mathematics.

- Write formulas and balance chemical equations in order to calculate quantitative relationships.
- Explore real-life applications of a variety of chemical reactions (e.g., neutralization, oxidation-reduction, precipitation) and communicate findings/present evidence in an authentic written or multimedia form.

**106 AP CHEMISTRY**
**Grade 11-12 Advanced Placement**
**Full Year 10 credits**

The Advanced Placement Chemistry course is designed to be the equivalent of a college introductory chemistry course usually taken in the first college year. With an emphasis on chemical calculations and the mathematical formulation of principles, students will develop an ability to think clearly and express their ideas orally and in writing with clarity and logic. Course content includes the study of atomic theory, bonding, reactions, gases, periodicity, stoichiometry, equilibrium, solution chemistry, acids and bases, thermodynamics, kinetics, and electrochemistry. Students will be involved in laboratory activities related to these topics and will develop research skills, maintain a laboratory notebook, and perform data analysis and interpretation. All students are expected to take the AP exam. *Prerequisite: Chemistry and Algebra II.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Design, conduct, and analyze lab investigations to answer questions related to chemistry using such skills as detailed observation, accurate recording, manual manipulation, data interpretation, statistical analysis, and operation of technical equipment.
- Analyze the structure of matter at the atomic level and examine the types of chemical bonds and the nature of each.
- Analyze the states of matter and the connection to chemical and physical properties.
- Analyze the various types of common chemical reactions.
- Perform chemical calculations to compute a variety of integrated problems in advanced topics in chemistry.
- Evaluate and explain the unifying themes that integrate the advanced topics in chemistry.

**470 INTRODUCTION TO PHYSICS**
**Grade 9**
**1 Semester 5 credits**

Introduction to Physics will familiarize students with the basic principles of physics as well as with the scientific method of analyzing a problem. Students will study the concepts of matter and energy as well as their interactions through force and motion. Major topics of study include kinematics, dynamics, thermal energy, conservation of energy and momentum, electromagnetism, and waves. Physics concepts will be explored in both formal and informal laboratory investigations to help students develop effective laboratory skills for studying

science in subsequent courses. Concepts introduced in this course will be studied in greater depth in 441 Physics.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Develop scientific inquiry skills: (1) identifying questions and concepts that guide scientific investigations; (2) designing and conducting scientific investigation; (3) using technology and mathematics to improve investigations and communications; (4) formulating and revising scientific explanations and models using logic and evidence; (5) recognizing and analyzing alternative explanations and models; (6) communicating and defending a scientific argument.
- Analyze scientific hypotheses both qualitatively and quantitatively.
- Describe the concepts of physics involving motion and energy.
- Utilize basic algebra to generate solutions to physics problems.
- Research the physical theories and concepts as applications of physics in society.
- Represent and describe motion in a variety of ways and provide data that can be used to construct explanations and make predictions about real-life phenomena.
- Compute solutions to kinematics and dynamics problems that involve multiple relationships.
- Solve kinematics problems involving multiple unit conversions.
- Use scientific notation in solving complex formulas.

**441 PHYSICS**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

This course is designed to help students reach a conceptual and mathematical understanding of our universe. Course content emphasizes theoretical and physical models to promote the understanding of the physical concepts and mathematical relationships associated with Newtonian mechanics, waves and optics, and electricity and magnetism. Students will explore the laws of physics through problem solving and reasoning through experiments aimed at exploring the physical laws. Therefore, students must be strongly skilled at algebraic manipulations and the basics of trigonometry. *Prerequisites: Introduction to Physics, Trigonometry.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Analyze scientific hypotheses both qualitatively and quantitatively; use tables, charts and graphs in making arguments and claims in oral and written presentations.
- Interpret and apply the concepts of physics involving motion and energy.
- Utilize algebra and trigonometry to generate solutions to physics problems.
- Create conceptual and mathematical models of motion and test them against real-life phenomena.
- Give examples of the connections between physics and other disciplines of science.
- Identify applications of physics concepts in society.

**AP PHYSICS**
**Grades 11, 12 Advanced Placement**
**Full Year 10 credits**

The Advanced Placement Physics course is designed to be the equivalent of a college introductory physics course usually taken in the first year of college. Students will study the main concepts of physics with a strong emphasis on problem solving. A solid understanding of both algebra and trigonometric functions is essential. Laboratory activities are an important part of this course and will be used to further students' understanding of the course content. Topics to be investigated include Newtonian mechanics including: 1 and 2-D motion, forces, dynamics, friction, universal gravitation, centripetal acceleration, conservation of energy, power, conservation of linear momentum. Also rotational motion, conservation of rotational momentum and conservation of rotational energy, waves, DC circuits and magnetism, All students are expected to take the AP exam. *Prerequisite: Trigonometry, Introduction to Physics, Chemistry*

**Learning Outcomes**

- Upon completion of this course, students will be able to:
- Design and conduct experiments as well as organize, display, and analyze the results of experimental investigations.
- Analyze physical questions through qualitative and quantitative reasoning.
- Create conceptual and mathematical models of motion and test them against real-life phenomena.
- Utilize algebra and trigonometry to generate algebraic and numerical solutions to physics problems.
- Connect physics and other disciplines of science and math.
- Identify applications of physics concepts in society and the effects on the advancement of technology.

**422 BIOLOGY**
**Grade 10 College Preparatory**
**1 Semester 5 credits**

**421 BIOLOGY**
**Grade 10 Accelerated**
**1 Semester 5 credits**

Students will explore the fundamental principles of modern biology along with various unifying themes. Topics include basic biochemistry, cellular biology, genetics, and evolution. Integration of content is key as topics build upon each other to form a rich appreciation and understanding of biological processes as part of a larger system. Themes reflected in this course include science as inquiry, structure and function, genetic continuity and evolution, and science and society. Instructional methods include collaborative work, hands-on learning activities, laboratory investigations, virtual simulations, and discussion. *Prerequisite: Successful completion of Introduction to Physical Science and Introduction to Physics or teacher recommendation.*

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Analyze the interrelationships of the unifying principles of modern biology: cell theory, gene theory, evolution, energy, and homeostasis.
- Identify the role of organic molecules in biological processes.
- Describe the relationship between respiration and photosynthesis.
- Describe how differentiated cells contribute to the function of an individual organism as a whole.
- Describe the structure of DNA and explain its role in protein synthesis, cell replication, and reproduction.
- Hypothesize why some new gene combinations are beneficial, while others are neutral or detrimental to survival.
- Explain why the survival of any given species is not assured due to factors such as reproductive success, mutation, availability of resources, and competition.

Students electing to earn Accelerated credit will demonstrate all of the above and:

- Predict the likelihood of survival for a variety of existing species based upon predicted changes in environmental conditions (e.g., global warming, continental drift) and propose methods to prevent the extinction of species with insufficient ability to adapt.
- Identify and investigate areas of current research/innovation in biological science, make inferences/predictions of the effects of this research on society and/or the environment, and support or defend these predictions with scientific data.

**420 AP BIOLOGY**
**Grade 11-12 Advanced Placement**
**Full Year 10 credits**

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The goals of the course are to help students develop a conceptual framework of modern biology and to help students gain an appreciation of science as a process. The content of the course includes molecular and cellular biology, biological chemistry and energetics, concepts and mechanisms of evolution, classical and modern genetics. All students are expected to take the AP exam. *Prerequisite: Chemistry (431 or 432) and Biology (421 or 422)*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Synthesize an understanding of cells as the structural and functional units of life.
- Explain how cellular processes are based on physical and chemical changes.
- Discuss the basis of heredity and the role of molecular genetics.
- Analyze the role of biological evolution and the need for diversity of life.
- Give examples of basic ecological principles.
- Use the principle patterns of inheritance to describe associated implications on current biological research.
- Compare and contrast the technological advances that have had a positive or negative impact on society as a whole.

# *SCIENCE ELECTIVES*

**451 ANATOMY AND PHYSIOLOGY**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

This elective course explores the structure, function, and component parts of the human organism. Students interested in a health-related profession will benefit from this preliminary study of the human body. Among the topics covered are anatomical terminology, anatomy and physiology of cells and tissues, the integument, skeletal, and muscular systems, body control by the nervous and endocrine systems, digestive, respiratory, and excretory systems. Lab work features dissection as an integral part of the course. *Prerequisite: Chemistry (431 or 432) and Biology (421 or 422)*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Analyze anatomical structures in relationship to their physiological functions.
- Analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support, and movement of the human body.
- Assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities.
- Analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption, and excretion, including the cardiovascular, respiratory, digestive, excretory, and immune systems.

**492 MARINE SCIENCE**
**Grade 11-12 College Preparatory**
**1 Semester 5 credits**

**CPE**

This course introduces students to the biological and physical aspects of the ocean environment through a comprehensive study of marine biology and oceanography. Major topics discussed include the history and methodology of the study of the ocean, the diversity of marine environments and life zones, community interactions, kingdom comparisons, and the physical, chemical, and geological characteristics of the sea. Class discussions will also explore the human impact on the ocean environments. *Prerequisite: Successful completion of Biology and Chemistry or Chemistry in the Community or teacher recommendation.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Describe the characteristics of marine organisms and analyze how they interact in the ocean or on the seashore.
- Use a classification system to identify the local marine fauna and flora.
- Describe the importance of chemistry in marine environments and ecosystems.
- Explain how temperature affects the density and salinity of ocean water.
- Differentiate the various layers of the ocean according to density.

- Evaluate the impact humans have had and continue to have on the marine environment.
- Compare variations, tolerances, and adaptations (behavioral and physiological) of oceanic plants and animals.

Students electing to earn Accelerated credit will demonstrate all of the above and

- Explain the correlation between climate regions and productivity levels of different marine ecosystems.
- Outline the potential for the discovery of new organisms, cures, and resources from Earth's oceans.
- Explain the interrelationship and interaction of organisms with their environment, energy flow, and principles of natural selection and evolution.
- Predict the likelihood of survival for a variety of existing species based upon predicted changes in environmental conditions (e.g., global warming, continental drift) and propose methods to prevent the extinction of species with insufficient ability to adapt.

**482 ENVIRONMENTAL SCIENCE**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

Students will study the interrelationships and interaction of organisms with their environment, energy flow, and principles of natural selection, and population structure. Course content will also focus on the patterns of consumption in an ecosystem, the energy demands of civilization, renewable and non-renewable energy sources, and the human impact on an ecosystem (e.g., human population growth, need for energy, pollution, environmental stewardship). Scientific, political, social, and economic aspects along with the philosophy behind environmental policy decisions will also be investigated. *Prerequisite: Biology and Chemistry or teacher recommendation.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans.
- Describe the effects on the environment and on the carbon cycle of both renewable and nonrenewable sources of energy.
- Recognize, describe, and compare renewable energy resources (e.g., solar, wind, water, and biomass) and nonrenewable energy resources (e.g., fossil fuels and nuclear energy).
- Predict the likelihood of survival for a variety of existing species based upon predicted changes in environmental conditions (e.g., global warming, continental drift) and propose methods to prevent the extinction of species with insufficient ability to adapt.
- Describe how energy and resource utilization/depletion affects the environment at global levels and how individuals as well as larger entities (businesses, government) have impact on energy efficiency and environmental stewardship.

**438 GENETICS & BIOTECHNOLOGY**
**Grade 11-12 Accelerated**
**1 Quarter 2.5 credits**

This elective course focuses on the principles of genetics and molecular biology through extensive study and laboratory work. Course content will focus on the contemporary applications of genetics and biotechnology and the role biotechnology plays in modern society, including applications in medicine and industry. Students will learn basic biotechnology laboratory skills and apply them to the concepts learned in this course.
*Prerequisite: Chemistry (431 or 432) and Biology (421 or 422)*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Describe the role of DNA in inheritance and gene expression.
- Discuss the role biotechnology plays in modern society.
- Perform basic biotechnology laboratory techniques and understand their purpose.
- Describe the role of genetics in modern medicine.
- Use biotechnology to consider future applications to solve problems in our modern world.

**439 BIODIVERSITY ECOLOGY**
**Grade 11-12 College Preparatory**
**1 Quarter 2.5 credits**

This elective course focuses on the basic principles of ecology through independent research projects and fieldwork. Course content will focus on the processes that maintain the structure and function of natural systems, the ways that each part of a system fits into the whole, the interrelatedness of all nature, and the ways that the functioning of natural systems can break down under stress. Students will explore the guidelines for the preservation of biodiversity and environmental management for sustained use, as well as the role of humans in the outcome of these natural systems. *Prerequisite: Successful completion of Biology or teacher recommendation.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Explain the complex interrelationships that exist among plants and animals at the simplest and most complex levels, and understand the importance of each niche.
- Explain the process of evolution by natural selection over time.
- Describe how carbon, energy, and water move through an ecosystem.
- Describe a variety of plant communities and the way that they shape the environment for consumers in an ecosystem.
- Use technology as a tool to research, organize, evaluate, and communicate information based upon habitat field research.

**440 NEUROSCIENCE**
**Grade 11-12 Accelerated**
**1 Quarter 2.5 credits**

This course is designed to teach students the basics of neuroscience and provide them with an understanding of the biological basis of behavior and neurological disease. Students will learn about neuroanatomy and electrochemical signaling, then apply that foundational knowledge to topics such as diseases and disorders, development, learning and memory, sensation and perception, and movement. *Prerequisites: Chemistry (431 or 432) and Biology (421 or 422).*

**Learning Outcomes**

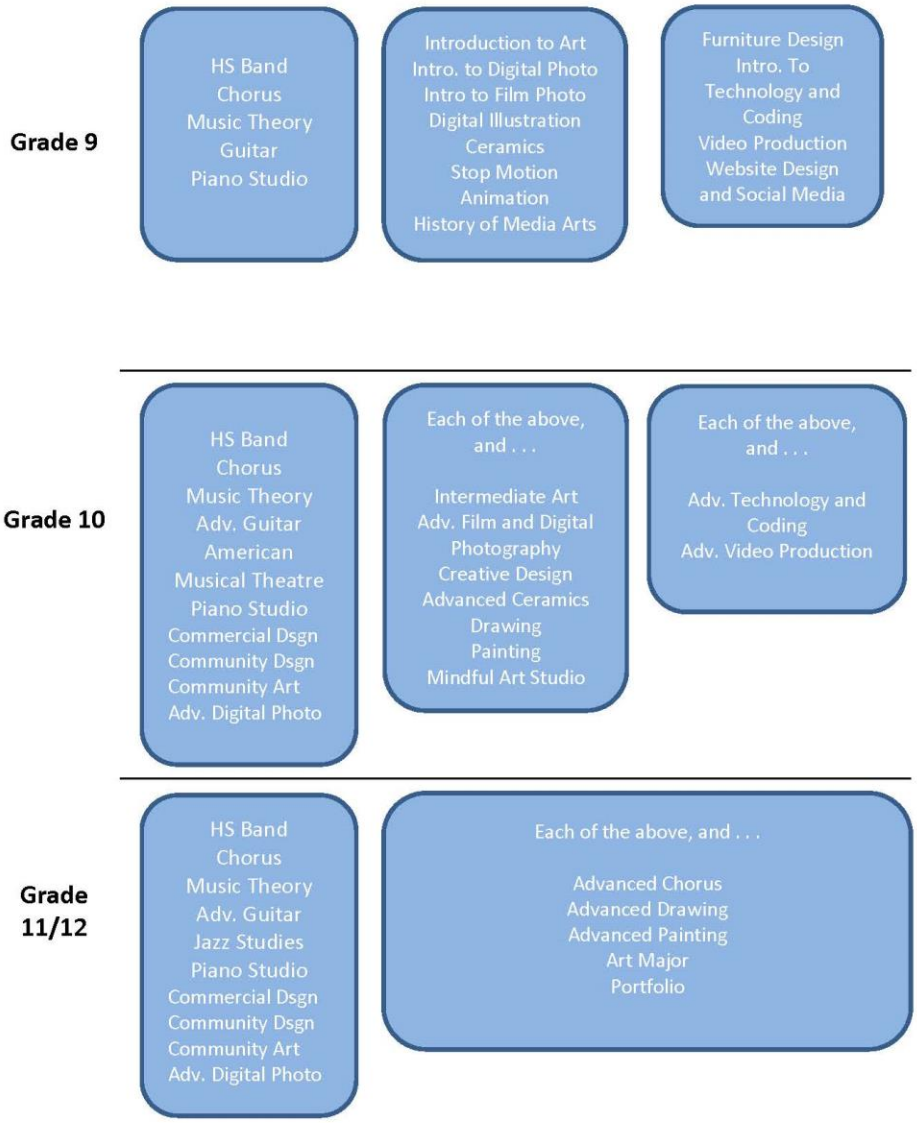
- Upon completion of this course, students will be able to
- Relate gross and cellular neural anatomy to neural function, behavior, and disease.
- Explain how electrical and chemical signals in the brain are related to behavior and neurological disease.
- Describe various neurological diseases and disorders, including neurodegenerative diseases, epilepsy, stroke, traumatic brain injury, psychiatric disorders, affective disorders, and addiction, and understand how these disorders arise from pathologies within the brain.
- Distinguish between sensation and perception, and explain how sensory information is processed and how movement is produced.
- Describe the stages of neural development, and draw connections between adolescent and young adult neural development and their own behaviors and choices.
- Describe cellular mechanisms of learning and memory, and use their understanding of the biological basis of learning to create effective study strategies.

# VISUAL AND PERFORMING ARTS

Study in Visual and Performing Arts is a distinctive way of challenging students' perceptions of the world around them. Students can acquire skills in concentration, critical thinking, effective listening, artistic expression, and communication in a variety of media. In order to graduate, all students must achieve a passing grade in Arts electives, accruing at least seven and a half (7.5) credits.

The Visual and Performing Arts curriculum is organized around enduring understandings that are important to the disciplines: Structures, Humanity, Purposes for Creating, Processes, and Interrelationships among all academic areas of study. These enduring understandings are aligned vertically throughout a students' course of study, ensuring multiple opportunities for skill development and mastery. In all arts courses, students will focus on literacy, technique, performance/creation and social/civic expectations within the content areas. The Visual and Performing Arts curriculum integrates both traditional and innovative digital technologies to enhance student-learning opportunities.

## Visual and Performing Arts and STEAM



**814 INTRODUCTION TO ART**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This is a foundation course designed to explore a wide variety of art experiences and media. The course introduces students to the fundamental elements of art and design while learning visual language, applying techniques, and solving problems by means of the creative process. Course content is differentiated to allow both beginners to succeed and experienced students to be challenged. Topics in art history and art vocabulary that reinforces the studio lessons are also examined throughout the course. Students will be required to maintain a sketchbook of their work.

**Learning Outcome**

Upon successful completion of this course students will be able to

- Create artwork that uses line, shape, form, texture, and color for visual impact.
- Create artwork that depicts values of colors in wet and dry media to create the illusion of three-dimensional form on a two dimensional surface.
- Expressively use the elements of art, principles of design and a variety of processes in creating two and three-dimensional artworks.
- Analyze and evaluate the use of elements of art (e.g., line, shape, color properties, color schemes/groups, form, texture, space, value) and principles of design (e.g., repetition, emphasis, pattern, balance, contrast, rhythm, proportion, and movement) in a variety of two and three dimensional artworks.

**833 DRAWING**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

This course is for beginner and intermediate artists who want to develop a range of drawing skills by exploring various dry materials. Through a range of studio lessons, the basic principles and techniques of drawing and the principles of perspective and composition will be emphasized. Lessons will include observational drawing, figure drawing, perspective, portraiture, still life drawing and imaginative compositions using such materials as pencil, charcoal, oil and chalk pastels, pen and ink. Students will be required to maintain a sketchbook of their work. *Prerequisite: Successful completion of Introduction to Art or teacher recommendation*

**Learning Outcome**

Upon successful completion of this course, students will be able to

- Create drawings from observation and imagination.
- Create artwork with composition intention and depth using shading and color.
- Describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)

**837 ADVANCED DRAWING**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

This course is designed for intermediate and advanced artists who want to develop a range of drawing skills by working with various dry materials such as pencil, charcoal, oil and chalk pastels, and pen and ink. Greater control of drawing techniques is stressed so that students may develop more sophisticated effects, both representational and psychological. Studio lessons emphasize the principles and techniques of drawing to communicate personal ideas and feelings, and the development of an individual style. Students will be required to maintain a sketchbook of their work. *Prerequisite: Successful completion of Introduction to Art and Drawing or teacher recommendation*

**Learning Outcome**

Upon successful completion of this course, students will be able to

- Create drawings from observation and imagination.
- Create artwork with composition intention and depth using shading and color.
- Analyze and evaluate personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)

**834 PAINTING**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

Introductory color theory and color harmony form the basis for an exploration of various painting techniques (e.g., brush, knife) and media (e.g., watercolor, gouache, and acrylic). A variety of subject matter such as still life, portraiture, and landscape are explored with an emphasis placed on techniques and proper handling of materials. Discussion of contemporary and historical artists will enhance studio lessons and assist in broadening artistic vocabulary and knowledge. Students are required to keep a sketchbook of their work. *Prerequisite: Successful completion of Introduction to Art or teacher recommendation*

**Learning Outcomes**

Upon successful completion of this course, students will be able to

- Mix paint to create intentional hues and textures.
- Purposefully use the elements of art and principles of design in creating artworks that visualize information depicting space and volume and establish a personal style.
- Analyze and evaluate the use of elements of art and principles of design in a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor.

**827 ADVANCED PAINTING**
**Grade 11-12**
**1 Quarter 2.5 credits**

This class is for students interested in pursuing their interest in painting as a medium and form of expression. Students will build upon techniques learned in Painting (i.e. color theory, brush and knife) and various wet media (i.e., watercolor, gouache, and acrylic). A variety of subject matter such as still life, portraiture, and landscape are explored with an emphasis placed on techniques and proper handling of materials.

Emphasis is placed on techniques and proper handling of materials. Discussion of contemporary and historical artists will enhance studio lessons and assist in broadening artistic vocabulary and knowledge. Students are required to keep a sketchbook of their work. *Prerequisite: Successful completion of Introduction to Art, Painting or teacher recommendation.*

**Learning Outcomes**

Upon successful completion of this course, students will be able to

- Mix paint to create intentional hues and textures.
- Purposefully use the elements of art and principles of design in creating artworks that visualize information depicting space and volume and establish a personal style.
- Analyze and evaluate the use of elements of art and principles of design in a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor.

**832 CERAMICS**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course explores a variety of basic techniques working with clay, including hand building, wheel throwing, and glazing. Course content centers on the three-dimensional design and the construction of functional and artistic objects. Discussion of contemporary and historical artists will enhance studio lessons and assist in broadening artistic vocabulary and knowledge.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Make reasonable choices of three-dimensional media, materials, tools, and techniques to achieve desired effects in specific projects.
- Purposefully use the elements of art and principles of design in creating artworks that convey meaning and emotion and establish a personal style.
- Analyze and evaluate the use of elements of art and principles of design in a variety of three-dimensional artworks.

**829 ADVANCED CERAMICS**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This is an advanced course in which students use a variety of techniques by working with clay, and more advanced procedures, including hand building, wheel throwing, and glazing. Students will be introduced to the kiln firing process. Course content centers on the three-dimensional design and the construction of functional and artistic objects. Discussion of contemporary and historical artists will enhance studio lessons and assist in broadening artistic vocabulary and knowledge. *Prerequisite: Ceramics.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Make reasonable choices of three-dimensional media, materials, tools, and techniques to achieve desired effects in specific projects.
- Purposefully use the elements of art and principles of design in creating artworks that convey meaning and emotion and establish a personal style.
- Analyze and evaluate the use of elements of art and principles of design in a variety of three-dimensional artworks.

**869 CREATIVE DESIGN**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

Student in Creative Design will engage in topics such as the art, artist, and audience relationship as well as creating narrative in art. Using a variety of media, students will create wearable or functional art. Students should expect exposure to new materials and art forms, including PMC (precious metal clay), crankie theatres, skateboard deck design, tunnel books, and more. Artwork will emphasize communication and connection through the exploration of the creative process. Emphasis will be placed on concept, artisanship, and craftsmanship, encouraging students to think beyond traditional uses of art and fashion.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Analyze the characteristic features of fashion as art and as a vehicle of expression.
- Design wearable art using non-traditional materials.
- Create functional and non-functional work using various craft media.
- Purposefully use the elements of art and principles of design in creating artworks that convey meaning and emotion and establish a personal style

**831 ART MAJOR**
**Grade 10-12 Accelerated**
**1 Quarter 2.5 credits**

This course is designed to help students develop their own artistic style with an emphasis on technique and visual communication. Students will be expected to complete both two- and

three-dimensional artwork in various media to enhance their skills and to demonstrate a high level of artistic competency. Guidelines for the development of an art portfolio required by most art colleges for application and admission will be discussed and presentations will be made by visiting schools. Discussion of contemporary and historical artists will enhance studio lessons and assist in broadening their artistic skills. Students are required to maintain a sketchbook of their work and will participate in regular critiques. They will also create an ongoing project outside of school that may include but is not limited to a comprehensive sketchbook, and ongoing exhibition of work, or art-led activity. All senior artists are required to show their work in the final exhibition. Selected student artwork will also be exhibited in and outside of the school community. *Prerequisite: Intermediate Art or teacher recommendation.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Identify and use a variety of subject matter in creating artwork (representational; landscape, portrait, still life; and nonrepresentational: abstract, nonobjective) and techniques to achieve desired effects.
- Purposefully use the elements of art and principles of design in creating original artworks that convey meaning and emotion and establish a personal style.
- Analyze and evaluate the use of elements of art and principles of design in a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor.

**851 PORTFOLIO ART**
**Grade 11-12 Accelerated**
**1 Semester 5 credits**

**CPE**

This course is recommended for the most advanced high school art students. Course content will focus on the creation of a student portfolio of artwork that demonstrates both breadth and depth of artistic skills. In addition to studio assignments, the course will include group critiques, discussion of current issues and aesthetics, and lessons in art history. Guidelines for the development of an art portfolio required by many art colleges for application and admission will be reviewed and presentations will be made for visiting schools. Students are required to maintain a sketchbook of their work, and all senior artists are required to show their work in the final exhibition. Students are also required to do an art-related service project in the community or display their work at a local venue. Selected student artwork will also be exhibited in and outside of the school community. *Prerequisite: Successful completion of Art Major and teacher recommendation.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Use a variety of subject matter in creating artwork (representational - landscape, portrait, still life and nonrepresentational - abstract, nonobjective) and techniques to achieve desired effects.

- Purposefully use the elements of art and principles of design in creating original two and three-dimensional artworks that convey meaning and emotion and establish a personal style.
- Analyze and evaluate the use of elements of art and principles of design in a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor.

**821 DIGITAL ILLUSTRATION**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

This course introduces Adobe Illustrator as a primary tool for illustration and design layouts. Students will also experiment with Photoshop for editing images and creating special effects. Emphasis is on learning essential tools and techniques to create and work with new images, but students may also work in existing images. Assignments reflect real-life design projects and personal artistic explorations.

**Learning Outcomes**

Upon successful completion of this course, students will be able to

- Develop an idea through multiple stages to create digital illustrations and graphics.
- Scan, edit and manipulate images.
- Analyze digital images and design layouts and evaluate what makes them effective or not effective in communicating ideas.

**875 The HISTORY AND THEORY OF MEDIA ARTS**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

Students will view a selection of classic, foreign, independent and contemporary films to explore film production history, genre, theme, media production techniques, and performance. This course will explore the theoretical and critical approaches to the study of film, television, and digital culture. Theories and methods examine issues relating to production and authorship in the media arts, audience reception and effects, ethics, aesthetics, and cultural diversity within the media.

**Learning Outcomes**

Upon completion of this course, students will be able to critique, evaluate and discuss:

- History and development of the film industry,
- race in Hollywood
- cinema and social change
- gender issues in the media
- history of documentary film
- cinematography and light design, sound design
- history of special effects in cinema, editing techniques

**856 INTRODUCTION TO FILM PHOTOGRAPHY**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This introductory course is designed to establish a fundamental knowledge of camera operation as well as the basic techniques for developing and printing black and white photographs. Students build and use pinhole cameras, work with 35mm SLR cameras, camera meters, film, and darkroom chemistry. As students gain proficiency with the cameras, focus begins to shift to composition and utilizing the elements and principles of design in imagery. The Photography Program offers a small number of used 35mm film cameras with manual controls for short-term loan. Students will be required to maintain a portfolio of their work. Prerequisite: None.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Properly expose process and print analog photographs.
- Develop an ability to think, see, and photograph creatively.

**857 ADVANCED FILM PHOTOGRAPHY**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

This course furthers 35mm and darkroom proficiency by introducing students to new concepts, process, and techniques including; burning and dodging, cyanotypes, use of fill light, long exposures, double exposures, and more. In class discussions and critiques focus on technical qualities as well as concept and meaning in the students' imagery. Much of the photography for this course will be done outside of school. The Photography Program offers a small number of used 35mm film cameras with manual controls for short-term loan. Students will create a portfolio of work to demonstrate their personal photographic growth and mastery of diverse photographic techniques. At the advanced level students will conduct much of their own research on various photographic techniques and processes and are expected to be self-directed. Prerequisite: Successful completion of Introduction to Film Photography or teacher recommendation.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Create a meaningful analog photographic body of work using advanced film and darkroom techniques.
- Analyze and evaluate the process, perspective, inspiration, and artistic expression in their own work as well as that of their peers, explaining its meaning and impact on society, symbolism, and visual metaphor.

**854 INTRODUCTION TO DIGITAL PHOTOGRAPHY**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course is offered for students who would like to blend external reality and internal vision through photography using a digital camera. The curriculum has a strong emphasis on concept while also covering the use and functions of a basic digital camera. Students will develop a strong and stable footing in basic camera function and photographic technique, and then apply this understanding to creating artworks with deeper conceptual meaning. A majority of the assignments rely on student interpretation and creative approach. Projects are largely self-assigned by students and require the ability to work independently outside of the classroom. The projects students propose are called 'The Big Idea'. In this students define not just the subject they want to photograph, but why it is important. The course will also include regular discussions of imagery in the form of critiques. Much of the photography for this course will be done as homework outside of school. School cameras are available to check out or students may use their own DLSR. Prerequisite: None.

**Learning Outcomes**

- Students will create a meaningful body of photographs using basic camera and photoshop techniques.
    - Analyze and evaluate the process, perspective, inspiration, and artistic expression in
- their own work as well as that of their peers, explaining its meaning and impact on
- society, symbolism, and visual metaphor.
    - Develop an ability to think, see, and photograph creatively.

Students are required to maintain a sketchbook of their work and participate in regular critiques. All senior artists are required to show their work in the final exhibition.

**872 ADVANCED DIGITAL PHOTOGRAPHY**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

This course uses the foundation of knowledge established in the Introduction course as a leaping point for student's exploration into higher concept work. The curriculum covered will include digital editing and manipulation techniques, innovative shooting assignments, and hybrid analog/digital techniques. The focus for student-generated imagery will be the creation of a unique style and personal vision. The course will also include regular discussions of imagery in the form of critiques. The majority of the photography for this course will be done as homework outside of school. School DLSR cameras are available to check out or students may use their own. Prerequisite: Introduction to Digital Photography.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Perform edits and manipulations using Adobe Photoshop.
- Create expressive photography showing a distinct voice and vision.

- Create and maintain a digital archive and website of their work.
- Develop, pitch, and execute a creative photography project that is important to them.

**870 STOP MOTION ANIMATION**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course will serve as an opportunity for exploring a variety of techniques of stop-motion animation. There is a strong emphasis on narrative, movement, and craftmanship. Basic principles of character and set fabrication, timing, storyboarding, and performance will be covered using a range of methods including, wire armature, clay, pixelation, flipbooks and found object animation. Students will use technology to capture, edit, and publish their animations. The class will include weekly screenings, exercises, and demonstrations.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Conceptualize and storyboard short narratives for animations
- Use technology to create and animate expressive characters
- Collaborate on and execute cohesive group animations.

**873 ADVANCED STOP MOTION ANIMATION**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course will allow students to begin using the more advanced approaches to hone their animation skills, and learn more advanced character-building techniques. Students will work primarily with armatures for both individual animations, as well as whole class collaborative projects. New concepts and techniques to be introduced include utilizing and animating for sound, use of line up movies, use of a dolly, and rolling focus. At the advanced level students will conduct much of their own research on various animation techniques and are expected to be self-directed. Students will use technology to capture, edit, and publish their animations. The class will include weekly screenings, exercises, and demonstrations. There will be some homework required. *Prerequisite: Successful completion of Stop Motion Animation or teacher recommendation.*

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Conceptualize and create compelling characters utilizing a variety of materials.
- Make consistent and effective use of the Principles of Animation
- Use sound in their animation sequences.

**826 INTRODUCTION TO ART HISTORY**
**Grade 9-12 Unleveled**
**1 Quarter 2. 5 credits**

This course begins with basic definitions of art and considerations of how and why it is studied. This course offers an understanding and enjoyment of architecture, sculpture, painting, and other art forms within a historical and cultural context.

Students will learn to look at works of art with intelligence and sensitivity, examining past and distant cultures, as well as those of our own time and environment.

Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students are required to have a sketchbook (investigation workbook) for research into artistic qualities and cultural contexts.

**Learning Outcomes**

Upon completion of this course, all students will be able to

- Compare and contrast artwork in terms of: time period, place/culture, artist, style, elements and principles of art, technical processes, themes, and the function of the work in its historical context.
- Demonstrate how particular artists have had an influence on other artists.
- Relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

**8355 MINDFUL ART STUDIO**
**Grade 10-12 Unleveled**
**1 Quarter 2. 5 credits**

In this course student will create art that promotes emotional wellbeing and inspires creativity. Students will learn and develop the practical skills of mindfulness, including methods for (a) deepening concentration and (b) responding skillfully to stress, difficult emotions, and thought patterns using art, yoga and journaling. Studying will help develop competence in communicating about experiences in meditation as well as about one's practice itself. (Small group discussion, art reflection and journaling)

**Learner Outcomes**

Upon completion of this course, all students will be able to demonstrate mastery to:

- Learn methods for deepening and integrating more mindful awareness into ordinary daily activities when not formally meditating. (Listening practices, mindful exercises)
- Gain increased understanding of varying meditative traditions, including (a) how various traditions have emphasized the importance and benefits of a meditation practice; (b) the goals specified in various traditions; (c) the relationship between meditation and physical wellbeing;
- Learn how intentionally to cultivate positive emotions such as gratitude, joy, kindness, compassion, equanimity, and forgiveness. (Texts and pre-recorded guided meditations)

- Learn and develop practical skills of relational mindfulness that enhance effective communication both to deal well with conflict situations and to deepen friendships. (yoga and art studio group work)
- Gain a core understanding of the emerging science on the effects of mindfulness practice for mental and physical health.

**815 COMMUNITY ART**
**Grade 10-12 Unleveled**
**1 Quarter 2. 5 credits**

**CPE**

This course challenges students to partner with the community and use art as a voice in social change and development. The goal of the course is for students to create work in various media that invites interaction and/ or dialogue within the school and larger community. Pieces may include murals, installations, collaborative work and displays in a variety of settings. Working independently and in groups, students may utilize sustainable materials to display in temporary and permanent spaces. Utilized media will include but not be limited to 2D materials (paint, drawing and print) as well as 3D sculpture materials (recycled and salvaged materials, ceramic, wood).

**Learner Outcomes**

Upon completion of this course, all students will be able to:

- Work collaboratively to demonstrate methods for using art to express a message.
- Gain increased understanding of how art is used to communicate.
- Learn how art can cultivate and create change in a community.

**816 COMMERCIAL DESIGN**
**Grade 10-12 Unleveled**
**1 Quarter 2. 5 credits**

Students will explore the elements of design for the purposes of marketing, commerce and consumerism. Utilizing technology and a variety of art media, students will design and produce work that can be used in the school and community for branding and advertisement. Students will gain experience working for a client as an example of what artmaking in marketing would entail. Examples of assignments will include but are not limited to design of business cards, and school programs and posters to promote events and activities. Students will focus on design, layout, color palette and scale to align with client needs.

**Learning Outcomes**

Upon successful completion of this course, students will be able to

- Work with a client to create artwork through multiple stages.
- Create digital illustrations and print within confines of a client's idea.
- Scan, edit and manipulate images.
- Analyze digital images and design layouts
- Evaluate what makes designs effective for communicating ideas.

**950/9511 HIGH SCHOOL CHORUS**
**Grade 9-12 Unleveled / Accelerated**
**1 Quarter 2. 5 credits**

**Course Description**

- The Cohasset High School Chorus is a performing vocal ensemble. This course is recommended for students interested in singing in a varied style of music. Students will be instructed in musical literacy including note names, key signatures, time signatures, and rhythms. Students will be introduced to proper singing technique and will be asked to utilize such technique in day-to-day rehearsals. Students who choose to attend after school rehearsals and participate in the concerts may elect to take chorus for accelerated credit. Students may designate one quarter (2.5) credits per school year for accelerated credit by meeting the full year, extended performance expectations.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Be musically literate; have the ability to read note names, basic key signatures, basic time signatures, and rhythms
- Sing with proper vocal technique in rehearsals and performances, including: expression, phrasing, breathing, and diction
- Use elements of music and music terminology to describe and critique their own performances and the performances of others

**1950 ADVANCED CHORUS**
**Grade10-12 Accelerated**
**1 Quarter 2. 5 credits**

Accelerated Chorus is a performance-based course. Students will work as a group to rehearse, perform, analyze, and critique choral music. Emphasis is placed on advanced vocal technique, musical literacy skills, including note and rhythm reading, and musicianship skills as aligned with the state frameworks. Students will focus on the integration of theory, listening and reflective practices in their coursework. Students are required to perform at the three school-year concerts. Attendance at all rehearsals is also required.
Prerequisite: Successful completion of the Middle School program or teacher recommendation/audition.

**Learning Outcomes**

Upon completion of this course students will be able to:

- Perform with expression and advanced technical accuracy a varied style of choral
- literature representing a various genres and styles
- Perform all choral all choral fundamentals corresponding to the literature with
- proficiency
- Extend the creative process through music performance, analysis, aural skills, and
- technology.
- Use the elements of music and music terminology to describe and critique their own
- performances and the performances of others; connect their analysis to

- interpretation and evaluation as appropriate.

**847 HIGH SCHOOL BAND**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

The Cohasset High School Concert Band is a performing instrumental ensemble. The Concert Band studies and performs music in a wide variety of musical styles. Emphasis is placed on advancing instrumental skills, music reading skills, and individual student musicianship. Students will perform at a number of concerts throughout the year. Attendance at all concerts and special rehearsals is required. In addition to the concert studies, community performance through pep band, parade band, and civic functions may be required.

*Prerequisite: Successful completion of the Middle School program or teacher recommendation/audition.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Perform with expression and advanced technical accuracy a large repertoire of solo
- and ensemble literature representing various genres, styles, and cultural and
- historical periods.
- Extend the creative process through music performance, composition, and
- technology.
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- Use the elements of music and music terminology to describe and critique their own
- performances and the performances of others

**847 HIGH SCHOOL BAND**
**Grade 9-12 Accelerated**
**1 Quarter 2.5 credits**

Accelerated course work in Concert Band delves deeper into the study of instrumental performance. Students are expected to meet all requirements of unlevered study (please see unleveled course description) and in addition, all rehearsals, community performances and civic functions are mandatory as part of the course expectations. Emphasis is placed on advanced instrumental techniques, music reading skills, and musicianship as aligned with the state curriculum frameworks. Students will focus on the integration of theory, listening and reflective practices in their coursework. Students may designate one quarter (2.5) credits per school year for accelerated credit by meeting the full year, extended performance expectations.

*Prerequisite: Successful completion of the Middle School program or teacher recommendation/audition.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Perform with expression and advanced technical accuracy a large repertoire of solo
- and ensemble literature representing various genres, styles, and cultural and
- historical periods.
- Extend the creative process through music performance, composition, and
- technology.
- Use the elements of music and music terminology to describe and critique their own
- performances and the performances of others

**840 JAZZ STUDIES**
**Grade 9-12 Accelerated**
**1 Semester 5 credits**

Jazz Studies is an advanced performance-based course. Students will work as a group to arrange, rehearse, and perform both composed and original musical works. Emphasis is placed on acquiring instrumental jazz skills, music reading skills, and individual student musicianship, as well as a focus on jazz theory and improvisation. Students will perform at a number of school, community and local events throughout the year. Attendance at all concerts and special rehearsals is required. Attendance at all concerts and special rehearsals is required. *Prerequisite: Member of the Cohasset High School Concert Band and teacher recommendation via audition.*

**Learning Outcomes**

Upon completion of this course, students will be able to

- Perform with expression and advanced technical accuracy a repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods.
- Perform all jazz fundamentals corresponding to the literature with proficiency.
- Extend the creative process through music performance, composition, and technology.
- Use the elements of music and music terminology to describe and critique their own performances and the performances of others; connect their analysis to interpretation and evaluation as appropriate.

**846 GUITAR**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course is recommended for students who are interested in beginner to intermediate level guitar instruction. Students learn on acoustic guitars. Emphasis is placed on note and tablature reading, chord and scale playing. In general, this is a project based class. A limit of 15 students per class should be in place due to the number of working guitars.

**Learning Outcomes**

Upon completion of this course students, will be able to

- Play various scales and chord progressions
- Perform with technical accuracy a repertoire of literature as solos and duets
- Use elements of music and music terminology to describe and critique their own performances and the performances of others

**876 ADVANCED GUITAR**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course is recommended for students who have already passed Guitar class and/or have previous guitar experience. Emphasis will be placed on continuing tablature and staff notations reading, writing, and playing. Students will work on more advanced literature and play more individually. Students will work to understand this history and historical significance of the guitar. If students own guitars, they are encouraged to bring them in.

**Learning Outcomes:**

Upon completion of this course, students will be able to

- Play various scales and chord progressions according to tablature and staff notation
- Perform with technical accuracy, advanced solo and duets
- Use elements of music and music terminology to describe and critique their own performances and the performances of others

**942 MUSIC THEORY AND ANALYSIS**
**Grade 9-12 Unleveled**
**1 Semester 5 credits**

Music Theory and Analysis is a music class based out of theory and the fundamentals of musical construction. The course begins with the study of the principles of music theory including: notation, rhythm, scales, intervals, chords, composition. It continues with the study through aural analysis of basic harmony via ear training. Students will become familiar with music history, transposition, instrumentation, and music technology software.

**Learning Outcomes**

Upon Completion of this course, students will be able to

- Use music and music terminology to analyze the fundamental building blocks of music (including: note names, intervals, chord tones, rhythms, harmonic and melodic structure)
- Identify music's place in history according to how it sounds
- Analyze a simple piece of music from a music theory standpoint

**944 AMERICAN MUSICAL THEATRE**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course is recommended for students have an interest in Musical Theater production. Emphasis is placed on history of musical theater, important roles in musical theater production, and important figures in musical theater.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Understand the chronological order and importance of the development of Broadway in America
- Explain the roles and responsibilities in a Broadway musical
- Using the creative process develop their own musical theater show: including characters/cast, set design, costumes, songs, choreography, story line, etc.
- Analyze how technical elements (staging, scenery, props, costumes, makeup, lighting, sound, etc.) and performance elements (acting, speaking, singing musical expression, and nonverbal expression) believable characters and advance the message of the show

**871 PIANO STUDIO**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course is designed for students who wish to develop basic piano skills or expand their existing skills. Time in class will be spent both on and off the keyboards. While playing students will be working individually and in small groups to master the techniques of playing and to learn pieces for performance. There will also be time spent in group instruction on notation and elements of music theory.
Students will be expected to perform at community events as an extension of the course work.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Be musically literate; have the ability to read note names, basic key signatures,
- basic time signatures, and rhythms
- Perform with proper piano technique, a variety of pieces
- Use elements of music and music terminology to describe and critique their own performances and the performances of others

**495 FURNITURE DESIGN**
**Grade 9 Unleveled**
**1 Semester 5 credits**

This hands-on course introduces students to the fundamental practices of furniture design and construction. Content emphasis is placed on designing different types of wooden furniture by using multi-view, isometric drawings, basic woodworking tools to build and finish a selected project.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Identify and explain the engineering properties of materials used in construction (e.g., elasticity, plasticity, density, and strength).

- Produce and analyze multi-view drawings (orthographic projections) and pictorial drawings (isometric, oblique, perspective) using various techniques.
- Interpret plans, diagrams, and working drawings in the construction of a project.
- Construct a full-size model using various materials commonly used in furniture construction.

# WELLNESS EDUCATION

Wellness education is the systematic exploration of the disciplines of health, family and consumer sciences, physical education, and outdoor education. Course work in this area provides students with the knowledge and the opportunity to explore ways to take positive actions towards their own health and wellness and to develop skills that will allow them to resist peer pressure, to resolve conflicts, and to manage stress effectively. The Physical Education portion of this program is designed to have the students learn and put to use the practices of a healthy lifestyle. Each student must enroll in the equivalent of one quarter of health education and physical education each year and must accrue at least five (5) credits of health education and five (5) credits of physical education to fulfill graduation requirements.

| **772 HEALTH & HUMAN BEHAVIOR** | **773 HEALTH & HUMAN BEHAVIOR** |
|---|---|
| **Grade 10 College Preparatory** | **Grade 12 College Preparatory** |
| **1 Quarter 2.5 credits (part 1)** | **1 Quarter 2.5 credits (part 2)** |

Health I and Health II provide information and skill-building experiences necessary for students to make informed decisions, form healthy relationships, cope with anxiety, and successfully deal with the challenges of adolescent and adult life.

Most of the following topics will be covered in both Part 1 and Part 2, escalating in detail as students move from sophomore to senior year: alcohol and other drugs in American society; managing stress, dealing with depression, and preventing suicide; recognizing signs of distorted body image and eating disorders; appreciation for mass media and its influence on attitudes and health behaviors of young people; anatomy and physiology of human reproduction; examination of the forces that influence gender roles and gender expectations; identifying stereotypes, respecting human differences; issues of diversity as they relate to physical, social, and mental health; sexual identity and orientation; understanding teen relationships; distinguishing love from infatuation; considering choices/understanding consequences.

The dangers associated with early sexual involvement will be covered, including: understanding HIV/AIDS and other STDs; preventing teen pregnancy/ promoting abstinence as the students safest choice (however condoms and birth control will be discussed as a less effective method of disease control and pregnancy prevention); pregnancy, childbirth, and preparation for parenthood; the role of family, religion, and peers in the decision making process; investigating the abuse continuum; sexual harassment; dating violence, acquaintance rape, domestic violence, and violence prevention skills, including the “Rape Aggression Defense” program (RAD) program, a program taught in conjunction with the Cohasset Police, which offers basic self-defense and other viable options when threatened with violence.

**Learning Outcomes**

Upon completion of these courses, students will be able to

- Explain effective behaviors related to health promotion and disease prevention.
- Assess valid health information and health-promoting products and services.

- Analyze the influence of culture, media, technology, and other factors on health.
- Use interpersonal communication skills to enhance health.
- Use goal-setting and decision-making skills to enhance health.

**CPE**

**715 9th GRADE WELLNESS PROGRAM**

**Grade 9 College Preparatory**

**1 Semester 5 credits**

The 9th Grade Wellness course is designed to empower students to value and attend to their overall physical, mental, and social emotional health, while providing the knowledge and resources on how they can access support services when needed. Led by a team of faculty with expertise in health education, physical fitness, mental health, and student support services, the Program aspires to give students the time, knowledge, and resources to attend to their own well-being consciously and deliberately, while creating an awareness of the community that surrounds them and taking the responsibility of being an upstanding classmate, teammate, citizen, family member and friend. Wellness will incorporate all 5 areas of the competence highlighted in the CASEL Social Emotional Learning Framework with the goal to help create a foundation for greater personal, social, and academic achievement for all students.

The following topics will be covered in the course:

*Health Education:* Mental Health, Understanding Gender and LGBTQ+ Issues, Gender Stereotypes, Understanding Diversity, Bullying Prevention, Substance Abuse (Alcohol Use, Prescription Drug Safety, Marijuana, Smoking, and Vaping Education, The Science of Addiction), First Aid, CPR and AED Training

*Social Emotional Learning:* Project Adventure Activities, Goal Setting, Journaling, Believe in You Video and Empowerment Journal Series, Creative Group Juggling

*Physical Education:*

PLT4M Fitness

Required Programs: FIT101: Intro to Fitness , EDU100: Foundations of Fitness

Optional Programs: FIT102: Intro to Training, FIT301c: Fitness Anywhere,

MOB101: Mastering Mobility, YOG101: Intro to Yoga

Sports and Game Activities (will be covered as the schedule and safety guidelines allow)

Badminton, Basketball, Floor Hockey, Frisbee Golf, Outdoor Games (Spikeball, Bocce, Kan Jam, Ladder Golf), Quidditch, Soccer, Softball, Table Tennis, Tennis, Volleyball

*Learning Outcomes*

- Students will work towards a healthy self-image, a belief that through hard work and resiliency they can improve their basic skills, and a confidence grounded in optimism.
- Students will learn and apply behavioral skills that will improve performance, including goal setting, organization, self-discipline, self-advocacy, and stress-management.

- Students will work towards developing cultural competency, understanding, and appreciating diversity, and developing empathy for those around them and advocating for others in need.
- Students will work towards creating healthy relationships, understanding, and resisting unhealthy social pressures, communicating effectively, resolving conflict, and working effectively with others in teams.
- Students will explore and understand the impact of alcohol, drugs, and other substances.
- Students will work towards understanding the short and long-term consequences of decisions and develop the confidence to make responsible choices.
- Students will understand the relationship between physical and mental wellness and develop a wellness plan that incorporates physical fitness and recreational sports activities.
- Students will understand how to provide first aid, CPR, and use an automated external defibrillator (AED) in a safe, timely, and effective manner.

**108 CROSS TRAINING FITNESS**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

The Cross-Training Fitness course is a physical conditioning program executed at high intensity with constantly varied functional movements (such as weightlifting, calisthenics, or aerobic exercise) that are adaptable to any student- from beginner exercise participant to elite athlete. The goal of Cross Training Fitness is to increase your proficiency and knowledge of each of the ten fitness domains: cardiovascular/respiratory endurance, stamina, strength, flexibility, power, speed, agility, balance, coordination, and accuracy. CT Fitness id defined as increased work capacity across all of these domains.

Students will run, bike, jump, lift / manipulate increased loads over distances, and use technically sound and safe weightlifting techniques. The use of free weights, dumbbells, kettle bells and other weight training tools will be utilized. Also, a high level of cardiovascular activities (running, biking, etc…) will be incorporated into the daily workouts. While there will be fitness related competitions planned throughout the course, traditional team and individual sport and game activities will **not** be part of the Cross-Training Fitness Course curriculum. Cross Training Fitness is an elective that may be taken in addition to (not in place of) the current Physical Education requirement. Frequent physical performance testing and academic assessment of fitness-related knowledge, concepts, terminology and techniques will take place.

**775 SPORTS OFFICIATING**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This will be a one quarter course open to all students Grade 9-12. In response to a nationwide shortage of game officials, a program being sponsored by the MIAA and the National Federation of High School Sports, RefReps, has developed a curriculum that can teach students how to become certified game officials in high school classrooms. This is an opportunity for students to obtain real life job skills to enable them to become certified, working high school and youth sport game officials.

The course will include two sports, soccer and basketball. Students will have the opportunity to gain practical skill experience in high school PE, interscholastic and youth soccer practices and games. Students who complete the initial one quarter course would also be eligible to complete an Independent Study to become certified game officials in other sports.

**776 ADVANCED FITNESS TRAINING**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

Advanced Fitness Training is a one quarter elective course for students in Grades 10-12. It is designed to be self-directed by the students and/or athletes using the PLT4M Fitness Program. There are three fitness paths students may choose to follow:

- ***Athlete in Training (in and out of season sports specific training)***
- ***Personal Fitness (weight training, cardiovascular fitness....)***
- ***Studio Fitness (yoga, Pilates,....)***

The objective of the Advanced Fitness course is for students to be well versed in the language of fitness, experienced in fundamental human movements, and capable of guiding themselves through individually assigned workouts via their devices. Students will also be able to apply knowledge of the roles that nutrition, hydration, and recovery play into training plans. The goal is to empower your students to navigate their own fitness journey by providing them with the foundation and tools they need to confidently progress into an elective advanced fitness path of their choosing.

# DIGITAL LITERACY AND COMPUTER SCIENCE

**116 INTRODUCTION TO TECHNOLOGY AND CODING**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

This course will offer the student the opportunity to develop a progressive understanding of the major components of computer systems, learn strategies to diagnose and solve hardware and software malfunctions and acquire the skills necessary to maintain, repair, and upgrade personal computers. Through class discussions and research, students will gain an understanding of current and emerging technologies and their effect on society. Students will also be able to write basic and intermediate computer code using JavaScript and HTML programming languages.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Identify and describe the function of all major components within a computer.
- Disassemble computers down to the motherboard then reassemble them to working condition.
- Demonstrate a basic understanding of computer programming.

**118 ADVANCED TECHNOLOGY AND CODING**
**Grade 10-12 Unleveled**
**1 Quarter 2.5 credits**

This course will offer students the opportunity to build upon the knowledge learned in the Intro to Computer Systems Technology course. Emphasis will be on computer programming with each student writing hundreds of lines of computer code during the course. Students will also continue their research of emerging technologies and their effect on society. *Prerequisite: Intro to Technology and Coding.*

**Learning Outcomes**

Students will gain an in depth understanding of computer programming as well as continue their theoretical analysis of our society's technological future.

**1433 INTRO TO VIDEO AND TELEVISION PRODUCTION**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

**CPE**

This is an introductory production course designed to teach students the mechanics and aesthetics of digital videography. Students will learn the process of video production from script writing and storyboarding to filming, editing and publishing. Students will become acquainted with digital video camcorders, non-linear editing, lighting and sound design. This is a project-based and hands-on course that teaches students through practice and experience. Television studio productions will be completed throughout the course as students work in small groups to write, produce, record and edit TV shows for publication online and on our local access TV station.

**Learning Outcomes**

Upon completion of the course students will be able to

- Identify the mechanics and proper use of digital video cameras and tripods.
- Students will also gain an in-depth knowledge of video editing software, script writing, directing, and acting

**1434 ADVANCED VIDEO AND TELEVISION PRODUCTION**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

**CPE**

The curriculum for this course reinforces and builds upon the concepts introduced in the Intro to Video Production course. In addition, students will be required to produce a bi-monthly television program to be published online and on the local cable access station. This course will provide an emphasis on editing, electronic newsgathering, interview techniques, green screen use and videography. Final Cut Studio editing software, TV studio editing equipment, and video effects software will be used throughout the course to complete various television productions.

**Learning Outcomes**

Students will gain an in depth understanding of the process of television studio production, including live production, editing and camera work and news gathering/interview techniques.

**824 WEBSITE DESIGN AND SOCIAL MEDIA**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

**CPE**

This course will provide an understanding of the methods and techniques used when developing a simple to moderately complex website. Students will understand how to use websites and social media as tools for learning, expressing themselves, and presenting material as well as the aesthetical values that help to make a website popular and increase traffic. Students will create various web pages and a monthly blog that will be shared with their peers. This course will also explore the concept and practice of digital citizenship and will examine the permanence and accessibility of one's online presence as well as the positive and negative impacts of social media.

**Resources**

Various online resources

**Learning Outcomes**

Upon completion of this course students will be able to create original web pages through a variety of tools and resources. Students will also gain an understanding of the importance of digital citizenship and online privacy protection.

**117 VIDEO GAME DESIGN**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

Video Game Design is a project based course that provides students with experiences and instruction in applying the fundamental skills and techniques in game development. Designed to introduce students to the elements and structure of game programming and design. Students will identify the professional process of game design; articulate the role of a game designer, apply the elements of game design when modifying an existing game, and develop and refine a game prototype. This is a beginner course, no previous coding or game development experience needed.

**Learning Outcomes**
Students will be able to describe, analyze, and/or critique games with a consistent vocabulary; design, develop and playtest games; understand the formal systems of games; communicate game designs through pitch, prototype, demonstrations and presentations.

- Identify basic game design principles and understand game theory.
- Incorporate critical thinking skills in game development and analysis.
- Create a video game using the Unity editor that incorporates programming and design elements
- Implement the fundamental concepts of project management within the context of video game production.

**119 MOBILE APP DESIGN**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

In the Mobile App Design course, students will learn to code and design fully functional apps, gaining critical job skills in software development and information technology. Students will get practical experience with the tools, techniques, and concepts needed to build mobile applications. This is a project based course where students will create their own individual apps as well as work in teams to create more complex apps. This is a beginner course, no previous coding or app development experience needed.

**Learning Outcomes**

Students will be able to describe, analyze, and/or critique apps with a consistent vocabulary; design, develop and test apps; communicate game designs through pitch, prototype, demonstrations and presentations.

- Identify basic app design principles and theory
- Identify and understand ways that apps can help the community
- Employ thoughtful design thinking during the app planning process
- Create apps that incorporate programming and design principles
- Implement the fundamental concepts of project management within the context of app production

**120 3D GAME AND WORLD DESIGN**
**Grade 9-12 Unleveled**
**1 Quarter 2.5 credits**

In this course, students will be learning the powerful Unity Engine to build 3D games and design interactive 3D worlds. Unity has been used by countless game studios and indie developers all over the world to make games for major gaming consoles like XBox, Playstation, and Nintendo, as well as iPhone and Android devices. This course teaches the fundamentals of designing a 3D game and 3D world using the most widely accessed and preferred editing engine in the world. By the end of this course, students will understand the design planning process, be knowledgeable of industry related careers, and be able to navigate the Unity environment in order to create 3D games and design 3D worlds.

**230 INTRODUCTION TO COMPUTER SCIENCE**
**Grade 11-12 Accelerated**
**1 SEMESTER 5 credits**

This course is designed to introduce students to the fundamental concepts of computer science and computer programming. In the first half of the course, students will explore the historical foundation of computer science, examine how computer hardware and networks

work, and explore a variety of problems and how technology addressed such problems. The course will also explore the impact of technology on society and ethical considerations in the field.

The second half of the curriculum will cover topics such as programming, algorithms, data structures, and computer systems. Students will learn to program in a high-level language and will be exposed to both theoretical and practical aspects of computer science.

# SPECIAL PROGRAMS

**090 LEADERSHIP STUDIES**
**Grade 11-12 Unleveled**
**1 Quarter 2.5 credits**

This course examines leadership theory and practice with the aim towards helping students develop leadership and communication skills. Through planning for school and community events, project based learning and team building activities, students will develop a personal portfolio as they define their leadership goals and values. The course will explore problem solving, self-efficacy, decision making, and time and stress management as key components of effective leadership. Students are expected to be self-motivated, open-minded and supportive in the learning environment.

**Learning Outcomes**
Upon completion of this course, students will be able to:

- Develop a broad understanding of the field of leadership studies
- Create a personal leadership plan that aligns with their personal values
- Practice effective leadership traits within the school/community
- Develop techniques for leading/motivating/delegating responsibility
- Design/Outline/time manage and follow through with school/community projects
- Work effectively as a group
- Practice communication skills in written and oral form
- Demonstrate self-efficacy through problem solving

## ADVANCED PLACEMENT

Cohasset High School has a long tradition of offering college-level courses under the College Board's Advanced Placement program. All course syllabi are audited by the College Board to ensure adherence to national standards. These courses are limited in enrollment by strict qualifying requirements, including prior grades in the discipline, relevant standardized test scores, and teacher recommendation. To receive Advanced Placement course credit from Cohasset High School, students who take an AP course are required to take the national AP examination in May. Colleges may grant college credits and/or advanced standing to students on an individual basis based on their AP exam scores. Because the high school commits considerable resources to its AP program, we require payment of the AP exam fee in September, which, at this writing, is eighty-two dollars ($82.00). This fee is refundable only if a student withdraws from the course prior to the start of the second semester. Students who satisfactorily complete an AP course without taking the required AP examination will receive Accelerated credit for the second semester of the course.

## VIRTUAL HIGH SCHOOL

Virtual High School (VHS) is a globally recognized and accredited program of online learning. Virtual High School may be an excellent opportunity for the student who seeks to challenge him/herself, requests a class that is not available locally, or simply enjoys using technology and wants the challenge and flexibility of a high-quality online class.

All VHS courses are rigorous in content and expectations. VHS students have the opportunity to select from a catalog of full year and semester length courses in the Arts, World Language, English Language Arts, Life Skills, Mathematics, Science, Social Studies, and Technology courses including core, elective, and advanced placement (AP) level courses. Students may be required to participate in VHS courses outside of school hours due to specific course requirements that are beyond the network capabilities for the Cohasset Public Schools. In order for any student to participate in the VHS program, students and parents will be required to sign a contract acknowledging VHS policies and program requirements.

Through VHS, Cohasset High School students may

- Take one or more high school classes online, entirely over the internet.
- Enjoy small class sizes and low student to teacher ratios.
- Engage in unique collaboration opportunities with peers from around the world.
- Take advantage of the flexibility of VHS courses that can take place anywhere, anytime.
- Participate in courses that are highly desired, yet are not typically offered locally.

## INDEPENDENT STUDY/PROJECT

**CPE**

Various circumstances may cause a student to deviate from a prescribed or recommended course of study. In the event that this situation should arise, that student may petition to meet course requirements through a program of Independent Study or Project. It is important to note that Independent Study or Project is the exception rather than the rule.
Each request for Independent Study or Project will be considered on its own merits. Students may take no more than one independent study project per term and may not take an independent study simultaneously with a teaching assistantship or a community service project. Required forms, guidelines, and procedures are available in the Guidance Office.

The procedures described below apply to all subjects. In order for such a program to receive approval, the following conditions must be met:

- A request in writing by a student, parent, and/or guidance counselor must be submitted to the program supervisor and principal at least one month prior to the start of the Independent Study or Project program;
- The request must be approved in writing by the program supervisor and the principal;
- A faculty member whose background encompasses the area of study must agree to accept the additional assignment;
- The student must sign a written contract that contains all provisions for successful course completion (e.g., statement of purpose, time requirements for the student and the teacher, specific learning objectives, a work product or portfolio, and evaluation procedures).

**Watershed Institute**
One unique independent study project is The Watershed Institute. The Watershed Institute is an applied science program that engages students directly in hands-on, watershed-based research projects, primarily (but not exclusively) focused on coastal habitats. Students have opportunities to enrich, strengthen, and deepen their science, technology, engineering, and math skills (STEM skills) by working as a team member who collects, organizes, analyzes, and assesses a variety of data needed by community stakeholders, town boards, or state officials. The Watershed Institute puts students directly in contact with 21st century lab equipment and procedures, computer-based analytical tools, and professional engineers and scientists, thereby providing students with abundant opportunities to advance their STEM skills.

Students are expected to meet rigorous research standards in this program. Students are treated as "professional scientists" engaged in the scientific research process of producing analyzed data that can "meet the rigors of professional scientific review." Consequently, students work not toward grades, but toward subject mastery. Only students who maintain a scientific journal that demonstrates the application of knowledge and skills learned, and complete a minimum of 54 hours of combined field work, lab analysis, and report writing are eligible to receive a teacher recommendation for course credit. Course credit is granted only to students who meet all the criteria above, receive a teacher recommendation, and complete and submit evidence for review to a designated member of the faculty. This form is distributed to students at the end of the Watershed Institute session.

**Learning Outcomes**

Upon completion of this course, students will be able to demonstrate proficiency or mastery of the following:

- Identify key elements of a Quality Assurance Project Plan (QAPP) inherent in the scientific method.
- Use proper field and lab protocols, per project QAPP.
- Explain the importance of understanding watershed-based ecosystem management via journal entries.
- Analyze the relationship between their research project and issues affecting our regional, national, and global environment.
- Present scientific work for review by the scientific community.

**794 TEACHING ASSISTANT**
**Grade 11-12 Unleveled**
**1 Quarter 2.5 credits**

A few opportunities exist for a student to earn credit during the high school years by working as an assistant to a teacher for a quarter. This course is to enhance the assistant's interest and to enable the assistant to practice skills utilized in a topic or area of study in the field or topic. The assistant is encouraged to employ their special interests, such as, internet research and the use of the computer in the classroom. It is understood that the student is contracting to assist that teacher directly or indirectly with his/her teaching, thus establishing the basis for earning credit. Students are advised to check with program supervisors for specific details relative to available teaching assistant assignments in the content areas.

Teaching assistant assignments will be limited generally to two assignments (two quarters) per year and are offered only in those courses or departments that explicitly include this opportunity under their program descriptions. A teaching assistantship may not be taken simultaneously with an independent study or a community service project. Any exception will require administrative approval.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Exhibit a work ethic and professionalism necessary for the assistance required.
- Utilize communication and interpersonal skills such as speaking, listening, respecting and working with individuals and teams.
- Apply knowledge and skills from academic experiences to the teacher/assignment.
- Adapt to varied roles, responsibilities, and context for the teacher/assignment.
- Utilize time and manage workload efficiently.
- Monitor, define, prioritize, and complete tasks without direct oversight.
- Show evidence of originality and inventiveness in work tasks.

**796 WORK STUDY**
**Grade 11-12 Unleveled**
**1 Quarter 2.5 credits**

Students seeking to earn credit in work-study are required to make their own arrangements for employment, apprenticeship, or internship in an area of professional life of interest to them.

Students then submit a written proposal and meet with their guidance counselor to sign a learning contract. Students then maintain an accurate record of their days worked, including dates and hours, meet and confer with their guidance counselor according to the terms of the contract, and fulfill all other contracted agreements during the quarter.

**Learning Outcomes**

Upon completion of this course, students will be able to

- Exhibit a work ethic and professionalism appropriate for a workplace environment.
- Utilize communication and interpersonal skills such as speaking, listening, respecting and working with individuals and teams.
- Apply knowledge and skills from academic experiences to the specific workplace.
- Adapt to varied roles, job responsibilities, schedules, and context of the workplace.
- Utilize time and manage workload efficiently.
- Monitor, define, prioritize, and complete tasks without direct oversight.

## GLOBAL COMPETENCE CERTIFICATE PROGRAM (GCCP)

The Global Competence Certificate Program (GCCP) is designed to foster a student's appreciation of our interconnected worldwide environmental, political, economic, and social relations and their consequences. This includes possessing the knowledge, skills, and habits of mind necessary to understand the global environment as well as recognizing the responsibility to participate through active and constructive involvement with global issues individually, through communities, and in concert with people around the world. All students who successfully complete GCCP requirements will receive a Certificate of Global Competence and a Global Competence Academic Distinction on their high school transcript.

**Learning Outcomes**

**I. Think Globally**
Upon completion of the GCCP, the student will be able to

- Develop new knowledge about a world culture or an internationally relevant issue from a geographical, cultural, economic, and historical perspective;
- Analyze and interpret contemporary world issues or events;
- Communicate how the world's people and institutions are interconnected and how critical international, economic, political, technological, environmental, and social systems operate interdependently across nations and regions.

**II. Communicate Effectively**
Upon completion of the GCCP, the student will be able to

- Use media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge;
- Articulate thoughts and ideas clearly and effectively through speaking and writing in English and other languages;
- Interact with people of other cultures with respect and flexibility in behavior and thinking.

**III. Contribute Responsibly**

Upon completion of the GCCP, the student will be able to

- Build relationships with people from other cultures;
- Interact with individuals from diverse cultural backgrounds and seek out opportunities for intercultural teamwork;
- Collaborate to investigate possible solutions to global problems.

## Global Competence Certificate Program Requirements

All Cohasset high school students are eligible to achieve a Global Competence Certificate and Global Competence Academic Distinction on their transcript upon successful completion of all GCCP requirements. Students are responsible for obtaining the necessary forms and approvals and maintaining their GCCP portfolio throughout their high school career. Students may begin to fulfill GCCP requirements as early as grade 9. Students may pick up a GCCP packet and forms in the Guidance Office. The GCCP Review Board, consisting of the principal, a program supervisor, and two faculty members, is responsible for granting GCCP component approvals, and scoring essays, résumés and portfolio presentations.

***Students must successfully complete all six (6) components identified below in order to obtain a Certificate of Global Competence and a Global Competence Academic Distinction on their high school transcript:***

### (1) Global Academic Study

- Students must elect one approved course from the CHS Program of Studies and earn a grade of "C" or higher.
    - Approved courses: Global Studies, AP European History, a level IV (semester/full year) in any world language
- Students must complete a one to two-page essay synthesizing how their individual high school course of study has allowed them to understand, analyze, and interpret society, cultures, and world issues.
- Students must submit their Global Academic Study essay to the GCCP Review Board upon completion of their approved course. Essays will be scored by the GCCP Review Board using the GCCP Writing Rubric.
- Students will become part of the GCCP program upon completion of the Global Academic Study component.

**(2) Foreign Travel Experience**

- Students must participate in one international experience in which they can gain confidence in their ability to be self-sufficient world travelers and that connects directly to the culture and the people, and ideally, enables them to practice their world language skills.
- Students must complete the GCCP Travel Experience Form and obtain GCCP Review Board approval prior to traveling.
- Students may elect to travel with a CHS school-approved trip, with a travel organization, or with their family.
- A financial commitment from the student to cover travel costs is required. However, if financing travel is prohibitive, a student may seek approval for a non-international, inter-cultural experience. Suitable substitutions for international travel must involve immersion in another culture and/or foster global awareness. Substitutions will be reviewed and approved by the principal or a member of the GCCP Review Board on a case-by-case basis.
- Students who participated in an international travel experience prior to the launch of the GCCP in the fall of 2010 may submit a proposal for approval retroactively, as long as the travel took place while the student was in high school.

**(3) Global Community Service**

- Students must participate in ten (10) hours of global community service that exposes them to a world issue such as world hunger, disaster relief, human rights, environmental stewardship, energy conservation, cross-cultural education, or international relations and ideally, enables them to practice their world language skills.
- Students must complete their service project outside of the regular school day. Global community service projects may include those experiences that are in conjunction with foreign studies or travel.
- Students must complete the GCCP Global Service Form and obtain GCCP Review Board approval prior to completing the service.
- Students who participated in community service prior to the launch of the GCCP in the fall of 2010 may submit a proposal for approval retroactively, as long as the service project engaged with another world culture and took place while the student was in high school.

**(4) Global Research Project**

- Students must engage in active research that explores a minimum of two distinct aspects of a foreign country or region's culture, political system, history, geography, economy, scientific or technological advancement.
- The research project must be conducted outside of assigned class work. Research activities may include but are not limited to reading books, watching foreign films or documentaries, attending cultural events or lectures.
- Students must complete a three to five-page essay synthesizing what they learned from their research and how this research has enhanced their global awareness.

- Students must submit their Global Research Project essay to the GCCP Review Board upon completion of their project. Essays will be scored by the GCCP Review Board using the GCCP Writing Rubric.

**(5) GCCP Résumé**

- Students must complete their GCCP Résumé which summarizes their GCCP related activities, skills acquired and major personal achievements in the format provided.
- Students submit their GCCP Résumé in the format provided as part of their GCCP portfolio.

**(6) GCCP Portfolio & Reflective Oral Presentation**

- Upon completion of all GCCP requirements, students will present their portfolio to the GCCP Review Board during an oral presentation (10-15 minutes) which summarizes and reflects upon their global experiences. Presentations will be scored by the GCCP Review Board using the GCCP Reflective Oral Presentation Rubric.
- The GCCP Portfolio must include the following:
    - Global Academic Study scored essay
    - Completed and approved Foreign Travel Experience Form
    - Completed and approved Community Service Form
    - Global Research Project scored essay
    - Completed GCCP Résumé
- GCCP Portfolios will be reviewed in the fall and in the spring:
    - Students who submit a request for portfolio review on October 1 will be scheduled for their presentation by October 15; students will receive a GCCP Portfolio Achievement Summary of their global competence academic award status by October 22.
    - Students who submit a request for portfolio review on April 1 will be scheduled for their presentation by April 15; students will receive a GCC Portfolio Achievement Summary of their global competence academic award status by April 22.

## DUAL ENROLLMENT PROGRAM

Juniors or seniors who have a GPA of 3.0 or higher may be eligible for participation in the Dual Enrollment Program. This program allows students to enroll part time in Massachusetts state colleges or community colleges and take courses that will aid in their growth or progress. Students may earn college credits, which also are applicable toward high school graduation for courses taken at accredited Massachusetts colleges or community colleges with the approval of their parent/guardian and the principal. Students should seek eligibility requirements and application information from any Massachusetts state college or community college. It is the responsibility of the student and parent/guardian to pay for the courses taken through dual enrollment. In limited situations, the Massachusetts Department of Elementary and Secondary Education may offer limited assistance. While courses taken outside of Cohasset High School may apply toward graduation requirements, they will not be used in the calculations for GPA.

## VOCATIONAL EDUCATION

The South Shore Regional Vocational Technical High School located in Hanover, Massachusetts, is budgeted through assessments from the Towns of Abington, Cohasset, Hanover, Hanson, Norwell, Rockland, Scituate and Whitman.

At South Shore Regional Vocational Technical High School, students focus on acquiring the knowledge, 21st century skills, and work habits that lead to success in future transitions to college, technical school, military service, and/or work. Vocational studies at this level enable students to develop an understanding of career planning, consumer decision-making, and financial literacy as well as to acquire and exhibit those attributes that are valued by employers and demonstrate the techniques for marketing themselves, which will serve them throughout life in a rapidly changing technological society.

Students considering application to the South Shore Regional Vocational Technical High School should consult with their parent/guardian and guidance counselor.

## MASSACHUSETTS STATE SEAL OF BILETERACY

The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a foreign language in recognition of having studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual. The State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

The criteria for earning the State Seal of Biliteracy on one's diploma can be found in 603 CMR 31.07(2) of the state regulations. The Board of Elementary and Secondary Education established these criteria to identify and recognize students who have attained a high level of proficiency in English and not less than one world language. To qualify for the State Seal of Biliteracy, students must meet all graduation requirements and the English language and world language criteria described below:

**English Language Criteria**

Students who satisfy the English Language Arts requirement of the Competency Determination described in 603 CMR 30.03(2)(a) or (3)(a) satisfy the English criteria for the State Seal of Biliteracy. The minimum MCAS requirement is Meeting Expectations (472-500).

**World Language Criteria**

Students who attain a score or level at the Intermediate-High level of the ACTFL Proficiency Guidelines of 2012, published by the American Council on the Teaching of Foreign Languages, on a language assessment approved by the Department satisfy the world language criteria for the State Seal of Biliteracy. A 4 on the Advanced Placement Language and Culture exam for either Spanish or French demonstrates the required proficiency. A student may also be able to demonstrate a high level of proficiency in a world language under certain circumstances as described in the Portfolio-Based Alternative Evidence Method for Foreign Language Assessments portion of the MA Department of Education's Website: https://www.doe.mass.edu/scholarships/biliteracy/

**Criteria for the State Seal of Biliteracy with Distinction**

Students who demonstrate mastery of English and a world language may be eligible for the State Seal of Biliteracy with Distinction. To earn the State Seal of Biliteracy with Distinction, students must meet the following criteria:

English: meeting or exceeding the Advanced threshold scaled score of 501-560 on the English Language Arts grade 10 MCAS test; and

World Language: scoring at the Advanced-Low level of the ACTFL Proficiency Guidelines of 2012 on an assessment approved by the Department (an AP score of 5) or demonstrating an Advanced-Low level of proficiency through a portfolio-based alternative as described at https://www.doe.mass.edu/scholarships/biliteracy.

# STUDENT SUPPORT SERVICES

Special education programs and services in Cohasset are designed to meet the specific needs of students with disabilities in the least restrictive environment. Cohasset offers a continuum of services and programs to meet the needs of students with disabilities. The Individual Education Program (IEP) indicates the special education services that are required within the general education and special education settings. A variety of special education services are provided when assessment information, current performance level and the IEP Team determines that specially designed instruction is required outside of the general education setting. Related services are also provided and are listed following the program descriptions. The professional staff that delivers special education services are certified and trained to work with a wide range of students with specific disabilities.

Through the IEP Team process, students can receive services individually designed for student's needs from our comprehensive resources. When the nature and/or severity of the student's disability is such that a less restrictive general education environment with the use of supplementary aides and services would not meet the student's needs, consideration is given to out-of-district placements.

**Inclusion Classrooms**
Special education staff are paired with general education classroom to offer an inclusive environment that provides the support students need to access the curriculum. Our inclusion program is appropriate for students with a range of disabilities.

**Special Education Services**
Related services are provided when the special education Team deems them necessary in order for the student to access, participate in and make progress in his/her educational program. Related services are provided in varied locations and group arrangements including general education, small group, and one-to-one. All services can be provided within the general education class or in a separate setting dependent upon the decision of the special education Team. Following is a list of related services.

**Applied Behavioral Analysis**
Applied Behavior Analysis (ABA) is a scientific approach to understanding behavior. ABA has been effective for teaching a vast range of skills to people with disabilities. Behaviors may include language, social skills, cognitive skills, self-care, play and leisure skills, as well as modifying maladaptive behaviors. ABA relies on data-based decisions regarding an individual's progress and utilizes systematic approaches to change behavior which may include 1:1 discrete trial teaching, social skill groups, incidental teaching, and generalization and maintenance techniques.

**Co-Taught Classrooms**
Cohasset High School provides co-teaching in grades 9 and 10 English and Mathematics classrooms for special education students with various mild to moderate disabilities. Co-teaching is an educational approach in which two teachers, a general education teacher and a special education teacher, share responsibility for planning lessons, delivering instruction, and assessing a group of general and special education students within an inclusion setting.

It is a way for students to learn from two equally qualified teachers who bring different areas of expertise to the classroom. Consideration for co-taught classrooms will be given to both the learning styles of the students in accordance with their individual needs and the teaching styles of the co-teachers.

**Occupational Therapy**
Fine motor skill development
Visual motor skills development
Visual perception training
Sensory integration approaches including development and implementation of sensory diets
Daily living skills

**Physical Therapy**
Development of gross motor skills
Motor groups for pre-school students
Development of muscle tone and strength

**School Counseling**
Individual and small group counseling
Social Skills Groups
Support and consultation to parents
Crisis Team Involvement
Administrative Team Support
Positive Behavioral Support Plan Development
Classroom Observations
Lunch social groups

Speech Language Therapy
Pragmatic groups/development of social competencies
Articulation remediation
Language processing skill development
Approaches to remedy fluency and voice disorders
Augmentative communication
Development of executive function skills
Support and instruction for hearing disorders including technology

| **1010A STUDENT STRATEGIES FOR LEARNING** | **1010B STUDENT STRATEGIES FOR LEARNING** |
|---|---|
| **Grade 9-10 Unleveled** | **Grade 11-12 Unleveled** |
| **1 Quarter 2.5 credits** | **1 Quarter 2.5 credits** |

Student Strategies for Learning classes at Cohasset High School are designed to provide a range of services to students with various mild to moderate disabilities. Student Strategies for Learning classes include, but are not limited, to direct instruction in reading, mathematics, and written language. Students are provided with academic support and assistance in developing organizational, executive function, and study skills. Small group and individualized instruction are used to assist students in achieving individual IEP

goals. Special education teachers consult to general education teachers and parents. Special Education teachers also assist in the development and implementation of modifications and accommodations in accordance with the IEP.

In addition, students receive assistance with transition and post-secondary planning. This may include college preparatory support, exposure to services at the college level, exploration of post-secondary employment, self-advocacy skills, and disability awareness.

## 1100 ACADEMIC AND INDIVIDUAL MULTI-SUPPORT (AIMS) STRATEGIES FOR LEARNING

**CPE**

The AIMS program services special education students with disabilities associated with moderate to significant delays in communication, language, social, and/or neurological abilities. These disabilities may manifest themselves through difficulties in listening, thinking, speaking, reading, writing, spelling, and/or performing mathematic calculations. Other supported areas include development of social skills, executive functioning, and reinforcement of classroom expectations. Instruction is specially designed to meet the needs of the students within a highly structured, small group setting. Students may require modified English, math, and academic support classes outside of the general education setting. Students are included in general education classes for content area subjects and electives with curriculum materials modified based upon individual student needs. Students in the program participate in MCAS either through the standard assessment with accommodations or through an alternate assessment.

In addition, students receive assistance with transition and post-secondary planning. This may include college preparatory support, exposure to services at the college level, exploration of post-secondary employment, self-advocacy skills, and disability awareness. Development of individual transition plans, and connections to adult service agencies may also be part of programming.

# FOUR-YEAR COURSE PLANNING WORKSHEET

This worksheet may assist students and their parents/guardians in planning a course of study or documenting successful completion of courses and graduation requirements while at Cohasset High School.

**GRADE 9**

| Course Title | Academic Level | Credits | Graduation Requirement | Final Grade Earned |
|---|---|---|---|---|
| English 9 | | 10 | Yes | |
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*Notes:*

**GRADE 10**

| Course Title | Academic Level | Credits | Graduation Requirement | Final Grade Earned |
|---|---|---|---|---|
| English 10 | | 10 | Yes | |
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*Notes:*

**GRADE 11**

| Course Title | Academic Level | Credits | Graduation Requirement | Final Grade Earned |
|---|---|---|---|---|
| English 11 | | 5/10 | Yes | |
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*Notes:*

**GRADE 12**

| Course Title | Academic Level | Credits | Graduation Requirement | Final Grade Earned |
|---|---|---|---|---|
| English 12 | | 5/10 | Yes | |
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*Notes:*

This table may assist students in maintaining a record of their performance scores on state and national tests and examinations.

| SCORE | MCAS | PSAT | SAT 1 | SAT 2 | ACT | AP |
|---|---|---|---|---|---|---|
| English / Verbal | | | | | | |
| Mathematics | | | | | | |
| Science | | | | | | |
| Social Studies | | | | | | |
| Other | | | | | | |
| Other | | | | | | |