

2026-2027 PROGRAM OF STUDIES GUIDE

COHASSET HIGH SCHOOL

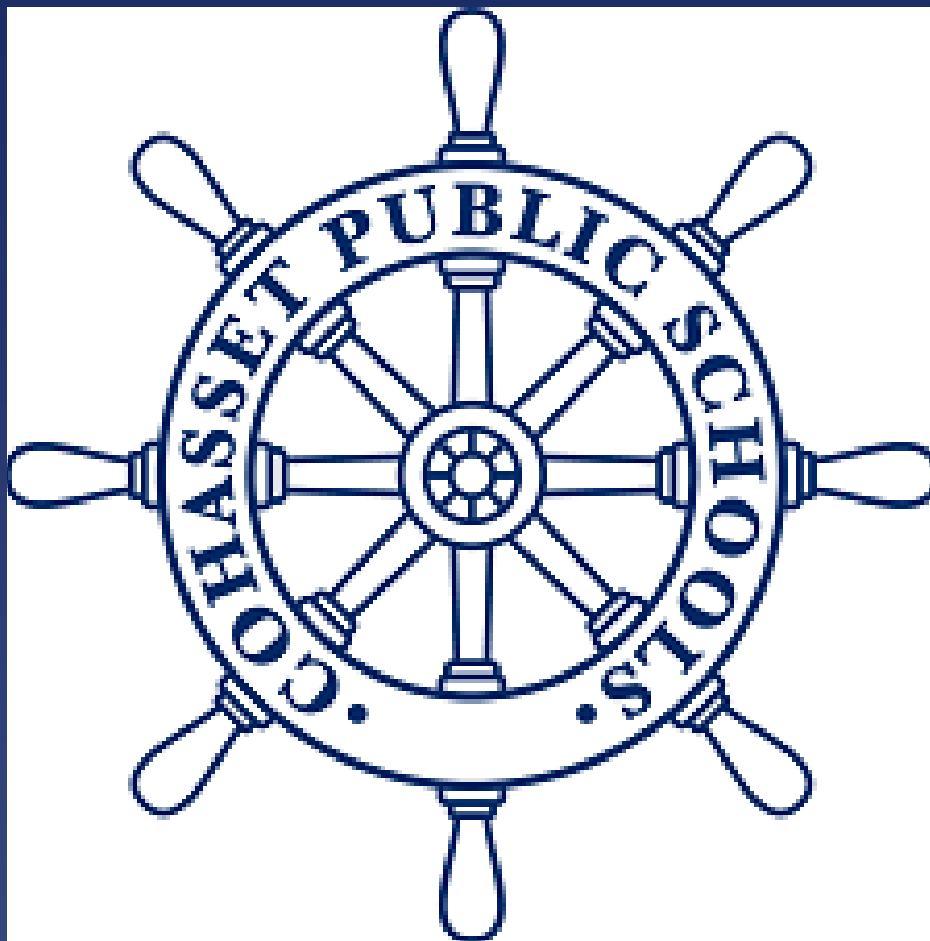


TABLE OF CONTENTS

LETTER

VISION OF THE GRADUATE

GENERAL INFORMATION

GRADUATION REQUIREMENTS

DIGITAL LITERACY & COMPUTER SCIENCE

ENGLISH

MATHEMATICS

SCIENCE AND TECHNOLOGY/ENGINEERING

SOCIAL STUDIES

VISUAL & PERFORMING ARTS

WELLNESS EDUCATION

WORLD LANGUAGES

LEARNING OPPORTUNITIES

STUDENT SUPPORT SERVICES





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.

Cohasset Public Schools

Vision of a Graduate



Inspiring Character

The Cohasset Graduate always strives to act with integrity, demonstrating respect to themselves and others. They collaborate inclusively, identifying ethical solutions to problems that consider the personal, interpersonal, communal, and institutional impact of such solutions.



Purposeful Growth

The Cohasset Graduate lives purposefully, recognizing that there is no one path to success. They engage in a process of continuous self-reflection as they journey towards fulfillment.



Scholarship Serving the Greater Good

The Cohasset Graduate thinks inquisitively, seeking continuous understanding by employing a self-disciplined, open-minded, patient, and resilient approach to learning. They promote empathy, committed to advancing global citizenship by making our planet more peaceful, sustainable, and just.



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Cohasset Public Schools

143 Pond Street | Cohasset, MA 02025
781-383-6111 | www.cohassetk12.org

GENERAL INFORMATION

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 three courses of science, accruing at least seventeen and one half (15) credits; these courses must include biology, chemistry and physics.
- 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.

Competency Determination

Students must meet the Cohasset Public Schools requirements for a competency determination to receive a high school diploma. These requirements are in addition to the graduation requirements.

As defined by the Massachusetts Department of Elementary and Secondary Education, the "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one (1) administered in 2023, and in any additional areas determined by the board.

Students who have previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest) or through a DESE appeal process, have earned their competency determination.

Students in the Cohasset Public Schools who have not yet earned their competency determination through previous MCAS administrations can meet the requirements for a competency determination through the following:

- Receive a passing final grade in 10th grade English course.
- Receive a passing final grade in Algebra I, Geometry, and Algebra II courses.
- Receive a passing final grade in one of the following courses:
 - Introduction to Physics
 - Chemistry A or Chemistry in the Community
 - Physics A
 - Biology A or CP

The principal may, on a case-by-case basis, review a student's transcript and determine if the successful completion of a course or courses constitutes a reasonable equivalent for one of the expectations above for a Competency Determination. This would include students who transfer after 10th grade and both homeschooled and out-of-district special education students seeking to earn a Cohasset diploma.

All Cohasset special education students, regardless of the LEA, will be able to review their graduation status, including CD and IDEA provisions, with their special education team. Students who have been denied CD and graduation status may appeal decisions to the Assistant Superintendent. Such appeals must be in writing and allow for up to ten (10) business days in which supporting documentation can be reviewed.

Appeals can be sent to:

Dr. Leslie Scollins, Assistant Superintendent

Cohasset Public Schools

143 Pond Street, Cohasset MA 02025

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 offered and extra-curricular work in the community that can satisfy the CPE requirement. Courses that offer CPE credits are designated as such in the course of studies - **CPE**

Class Status and Credits

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

Sophomore	40 credits
Junior	85 credits
Senior	130 credits

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.

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

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.

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 with guidance counselors.

Academic Levels

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.

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, 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.

Early Graduation Policy

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.

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. 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.

Honor Roll

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

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

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

Weight Scale

Academic Level	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Advanced Placement	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
College Prep	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 3.0.

Academic Letter Grades and 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

DIGITAL LITERACY AND COMPUTER SCIENCE

In an era defined by rapid technological advancement, the Digital Literacy and Computer Science (DLCS) team is dedicated to empowering students to transition from passive consumers of technology into innovative creators and ethical digital citizens. Through our comprehensive curriculum—which includes Robotics and Embedded Systems Design, Video Game Design, Mobile APP Design, and Computer Science—students engage in rigorous, hands-on problem-solving that builds the computational thinking and technical fluency essential for the modern workforce. We emphasize a project-based learning model that fosters critical thinking and independence, challenging students to take ownership of their education by navigating complex, technology-based problems.

Introduction to Technology and Coding

Quarter - 2.5 credits

Grade 9-12 Unleveled - 116

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.

Advanced Technology and Coding

Quarter - 2.5 credits

Grade 10-12 Unleveled - 118

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.

Website Design and Social Media

Quarter - 2.5 credits

Grade 9-12 Unleveled - 824

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.

**Introduction to Video and
Television Production****Quarter - 2.5 credits
CPE**

Grade 9-12 Unleveled - 1433

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.

**Advanced Video and Television
Production****Quarter - 2.5 credits
CPE**

Grade 9-12 Unleveled - 1434

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.

Video Game Design**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 117

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.

Mobile App Design**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 119

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.

3D Game and World Design**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 120

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.

Introduction to Computer Science**Semester - 5 credits**

Grade 11-12 Accelerated - 230

Introduction to Computer Science provides students with a foundation in programming using a high-level language. Through hands-on projects, students will explore both procedural and object-oriented programming while developing essential problem-solving skills. Key programming topics covered include variables, conditional statements, loops, functions, data structures, and object-oriented design. In addition to coding, the course covers the history of computing, the binary and hexadecimal number systems, Boolean logic, and the basics of computer functionality and data storage. Students will design and implement their own programs, working individually and in teams to build increasingly complex projects. The course culminates in a final project where students apply their skills to code and create a fully playable text-based adventure game from scratch.

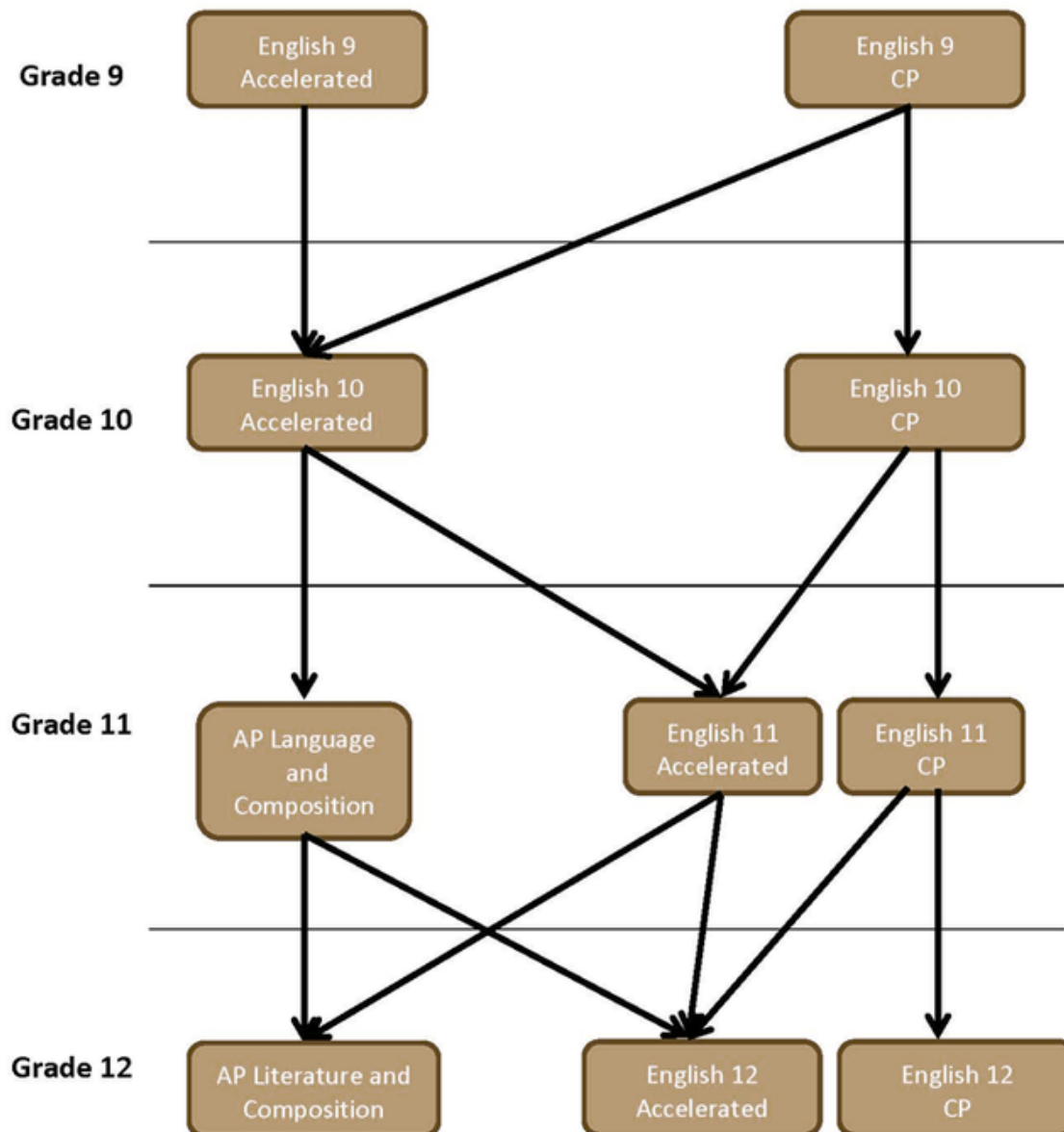
ENGLISH LANGUAGE ARTS

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.

	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



English 9**Full Year - 10 credits**

Grade 9 College Prep - 112

Grade 9 Accelerated - 111

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.

English 10**Full Year - 10 credits**

Grade 10 College Prep - 122

Grade 10 Accelerated - 121

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 MA 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.

English 11**Semester - 5 credits**

Grade 11 College Prep - 162

Grade 11 Accelerated - 131

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.

AP Language and Composition**Full Year - 10 credits**

Grade 11 Advanced Placement - 112

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.

English 12**Semester - 5 credits**

Grade 12 College Prep - 172

Grade 12 Accelerated - 191

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.

AP Literature and Composition**Full Year - 10 credits**

Grade 12 Advanced Placement - 190

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.

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.

Creative Writing

Semester - 5 credits

Grade 11-12 College Prep - 176

Grade 11-12 Accelerated - 177

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.

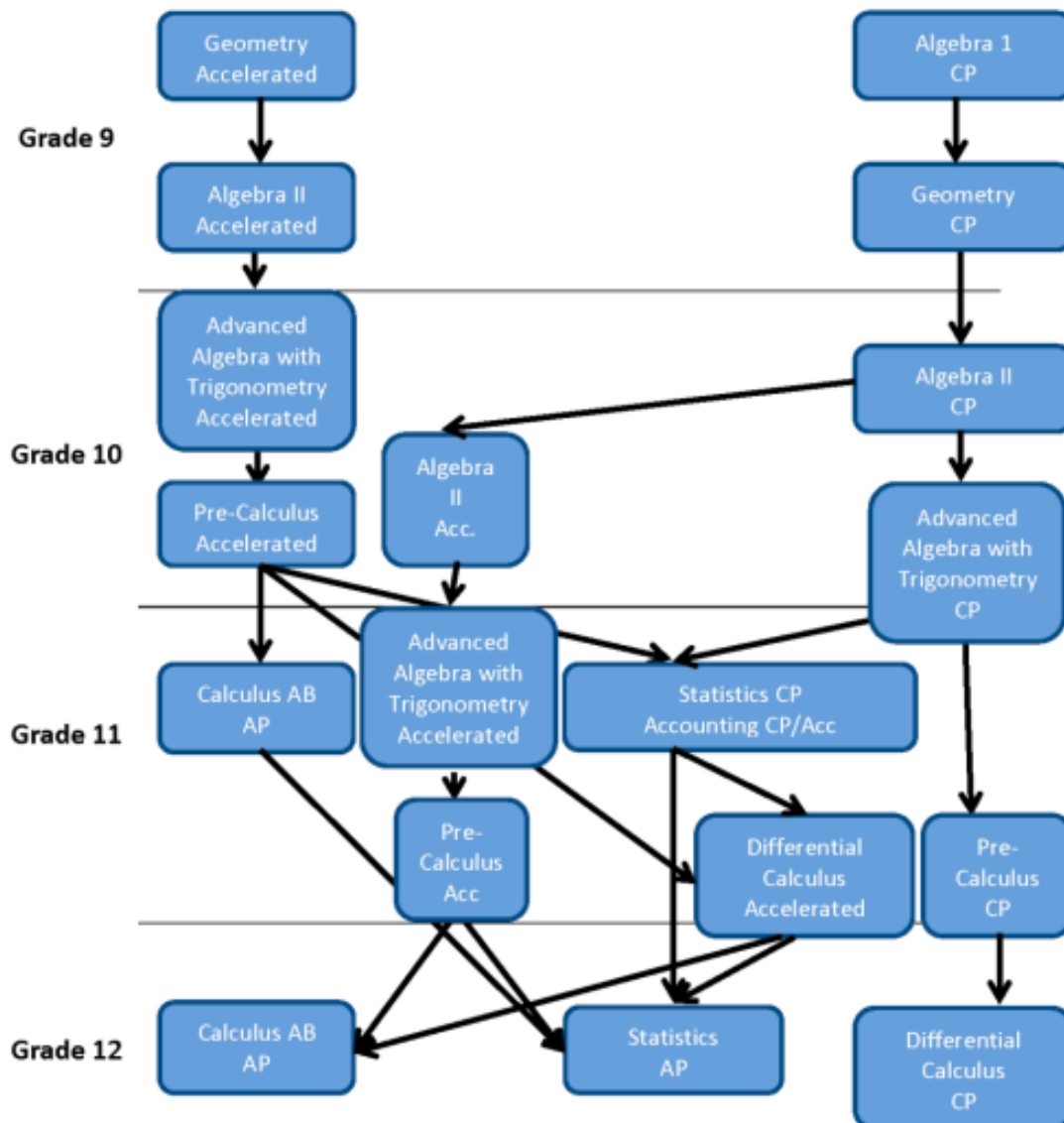
MATHEMATICS

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. These 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.

	Grade 9 Semester 1	Grade 9 Semester 2	Grade 10 Semester 1	Grade 10 Semester 2	Grade 11 Semester 1	Grade 11 Semester 2	Grade 12
College Prep	Algebra I CP	Geometry CP	Algebra II CP	Advanced Algebra II with Trigonometry CP	Electives		
College Prep to Accelerated	Students follow the CP course track for the first three semesters			Algebra II ACC	Advanced Algebra II with Trig ACC	Pre- Calculus ACC	
Accelerated	Geometry ACC	Algebra II ACC	Advanced Algebra II with Trig ACC	Pre-Calculus ACC	Electives		



Algebra I**Semester - 5 credits**

Grade 9 College Prep - 202

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.

Algebra II**Semester - 5 credits**

Grade 9-10 College Prep - 232

Grade 9-10 Accelerated - 231

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.

Advanced Algebra with Trigonometry**Semester - 5 credits**

Grade 10-11 College Prep - 292

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.

Advanced Algebra with Trigonometry**Semester - 5 credits**

Grade 10-11 Accelerated - 291

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

Geometry**Semester - 5 credits**

Grade 9 College Prep - 222

Grade 9 Accelerated - 221

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.

MATHEMATICS ELECTIVES**Math Foundations****Quarter - 2.5 credits**

Grade 9 College Prep - 273

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 gradelevel/course topics. This class is supplemental to the students' regular course of study in mathematics.

Integrated Algebra/Geometry**Semester - 5 credits**

Grade 10 College Prep - 272

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 56 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.*

Precalculus**Semester - 5 credits**

Grade 10 College Prep - 242

Grade 10 Accelerated - 241

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.

Differential Calculus**Semester - 5 credits**

Grade 11-12 Accelerated - 251

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.

AP Calculus AB**Full Year - 10 credits**

Grade 12 Advanced Placement - 240

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 58 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.

Statistics**Semester - 5 credits**

Grade 11-12 College Prep - 263

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.

AP Statistics**Full Year - 10 credits**

Grade 11-12 Advanced Placement - 270

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. 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.

Principles of Finance**Semester - 5 credits**

Grade 11-12 College Prep - 226

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.

Accounting**Semester - 5 credits**

Grade 11-12 College Prep - 228

Grade 11-12 Accelerated - 227

The Accounting course is designed to provide students with the knowledge and skills necessary for a solid understanding of accounting principles. 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.



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.

	Required Courses	Electives
9th Grade	Intro to Physical Science (Q1 or Q2) Intro to Physics (Q3-Q4)	
10th Grade	Biology (Acc. or CP) (Sem) CP Chemistry in the Community, or Accelerated Chemistry (Sem)	
11th Grade		Acc. Physics (Sem) Acc. Environmental Science (Sem) Acc. Anatomy & Physiology (Sem) CP Marine Science (Sem) Acc. Genetics & Biotechnology (Qtr) CP Biodiversity Ecology (Qtr) Acc. Neuroscience
12th Grade		11th and 12th Grade AP Sciences: AP Biology (full year) AP Chemistry (full year) AP Physics (full year)

Introduction to Physical Science

Grade 9 College Prep - 404

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).

Chemistry in the Community

Semester - 5 credits

Grade 10 College Prep - 432

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.

Chemistry

Semester - 5 credits

Grade 10 Accelerated - 431

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.

AP Chemistry**Full Year - 10 credits**

Grade 11-12 Advanced Placement - 106

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.

Introduction to Physics**Semester - 5 credits**

Grade 9 College Prep - 470

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.

Physics**Semester - 5 credits**

Grade 11-12 Accelerated - 270

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.

AP Physics**Full Year - 10 credits**

Grade 11-12 Advanced Placement- ???

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

Biology**Semester - 5 credits**

Grade 10 College Prep - 422

Grade 10 Accelerated - 421

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.

AP Biology**Full Year - 10 credits**

Grade 11-12 Advanced Placement - 420

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)

SCIENCE ELECTIVES

Anatomy and Physiology

Semester - 5 credits

Grade 11-12 Accelerated - 451

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)

Biodiversity Ecology

Quarter - 2.5 credits

Grade 11-12 College Prep - 439

CPE

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.

Environmental Science

Semester - 5 credits

Grade 11-12 Accelerated - 482

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.

Genetics and Biotechnology**Quarter - 2.5 credits**

Grade 11-12 Accelerated - 438

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.

Marine Science**Semester - 5 credits**

Grade 11-12 College Prep - 492

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.

Neuroscience**Quarter - 2.5 credits**

Grade 11-12 Accelerated - 440

CPE

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).



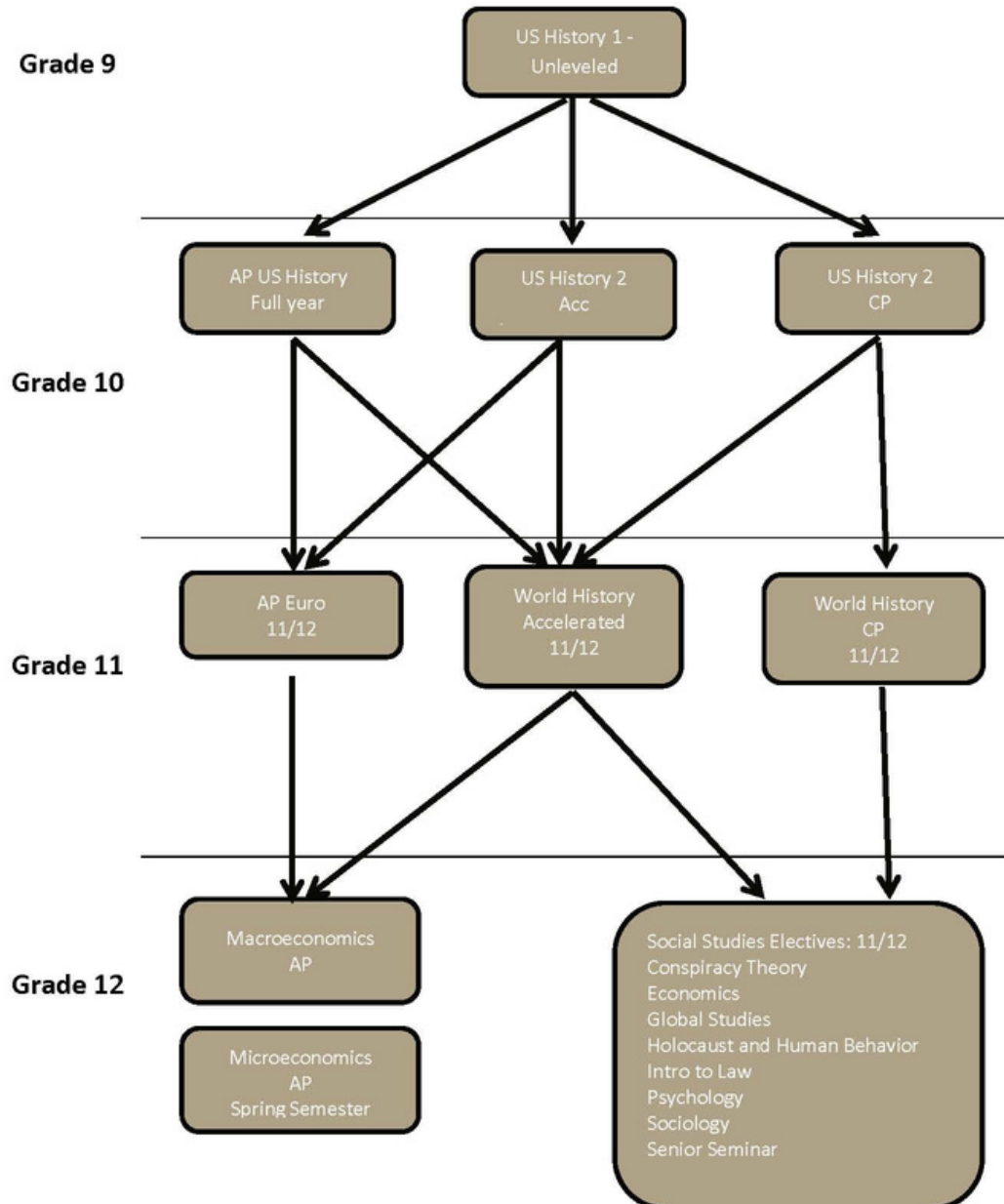
SOCIAL STUDIES

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.

	Required Courses	Electives
9th Grade	US I (Unleveled)	
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

Social Studies



United States History I**Semester - 5 credits**

Grade 9 Unleveled - 355

This required course studies the period of time from the American Revolution to the Industrial Age and builds on knowledge 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.

United States History II**Semester - 5 credits**

Grade 10 College Prep - 385

Grade 10 Accelerated - 381

United States History II is the second of three required social studies courses. 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.

AP United States History**Full Year - 10 credits**

Grade 10 Advanced Placement - 385

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.

World History**Semester - 5 credits**

Grade 11-12 College Prep - 312

Grade 11-12 Accelerated - 311

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.

SOCIAL STUDIES ELECTIVES**AP European History****Full Year - 10 credits**

Grade 11-12 Advanced Placement - 350

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.

Global Studies**Semester - 5 credits**

Grade 11-12 College Prep - 345

CPE

Grade 11-12 Accelerated - 343

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.

AP Macroeconomics**Full Year - 10 credits**

Grade 12 Advanced Placement - 349

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.

AP Microeconomics**Full Year - 10 credits**

Grade 12 Advanced Placement - 358

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.

Introduction to Law**Semester - 5 credits**

Grade 10-12 College Prep - 372

CPE

Grade 10-12 Accelerated - 370

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.

Conspiracy Theory in American Thought and Culture**Semester - 5 credits****CPE**

Grade 11-12 College Prep - 347

Grade 10-12 Accelerated - 348

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?

Economics**Semester - 5 credits**

Grade 10-12 College Prep - 366

CPE

Grade 10-12 Accelerated - 365

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.

Psychology**Semester - 5 credits**

Grade 10-12 College Prep - 362

Grade 10-12 Accelerated - 360

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.

AP Psychology**FullYear - 10 credits**

Grade 11-12 Advanced Placement

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health.

Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. Students taking this course are expected to take the AP exam in May.

Holocaust and Human Behavior**Semester - 5 credits**

Grade 11-12 College Prep - 346

CPE

Grade 11-12 Accelerated - 349

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.

Sociology**Semester - 5 credits**

Grade 10-12 College Prep - 363

CPE

Grade 10-12 Accelerated - 382

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.

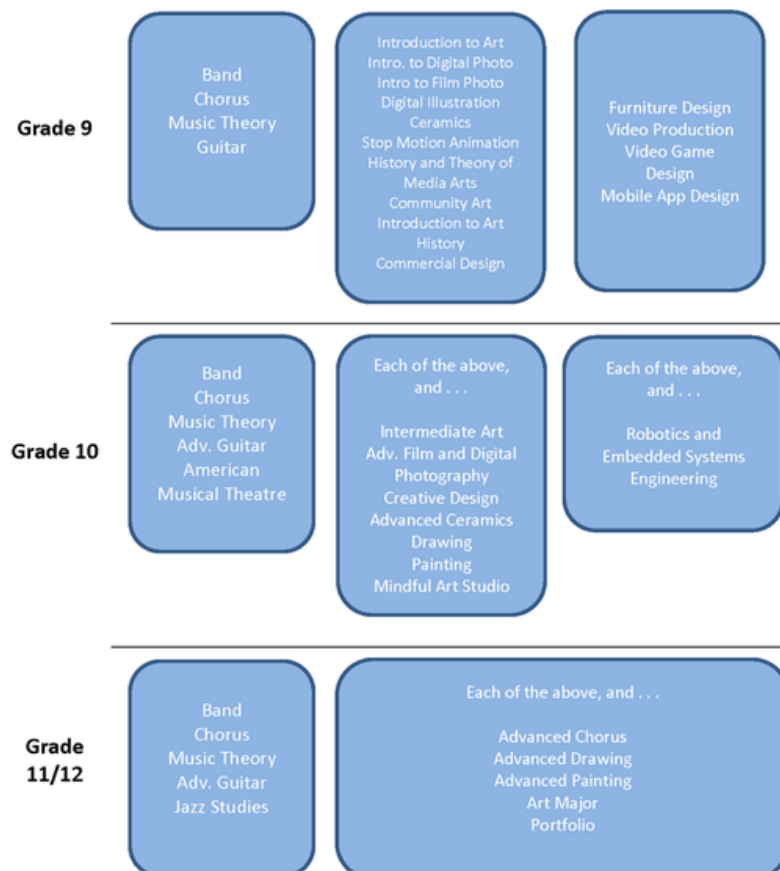
The socialization process, institutional structure of society, race relations, and social change are some of the topics that are studied. Class discussion centers on culture, family, norms, societal institutions, social class, religion, large group behavior, the media and social problems, and deviant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

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 STEM



Introduction to Art**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 814

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.

Drawing**Quarter - 2.5 credits**

Grade 10-12 Unleveled - 833

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

Advanced Drawing**Quarter - 2.5 credits**

Grade 10-12 Unleveled - 833

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

Painting**Quarter - 2.5 credits**

Grade 10-12 Unleveled - 834

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.

Advanced Painting**Quarter - 2.5 credits**

Grade 11-12 Unleveled - 827

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.

Ceramics**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 832

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.

Advanced Ceramics**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 829

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.

Creative Design**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 869

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.

Art Major**Quarter - 2.5 credits**

Grade 10-12 Accelerated - 831

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.

Portfolio Art**Semester - 5 credits**

Grade 11-12 Accelerated - 851

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.

Digital Illustration**Quarter - 2.5 credits**

Grade 10-12 Unleveled - 821

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.

History and Theory of Media Arts**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 875

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.

Introduction to Film Photography**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 856

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.

Advanced Film Photography**Quarter - 2.5 credits**

Grade 10-12 Unleveled - 857

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.

Introduction to Digital Photography**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 854

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 DSLR. Prerequisite: None.

Advanced Digital Photography**Quarter - 2.5 credits**

Grade 10-12 Unleveled - 872

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 DSLR cameras are available to check out or students may use their own. Prerequisite: Introduction to Digital Photography.

Stop Motion Animation**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 870

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 craftsmanship. 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.

Advanced Stop Motion Animation**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 873

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.

Introduction to Art History**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 826

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.

Mindful Art Studio**Quarter - 2.5 credits**

Grade 10-12 Unleveled - 8355

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)

Community Art

Grade 10-12 Unleveled - 815

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).

Commercial Design

Grade 10-12 Unleveled - 816

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.

High School Chorus

Grade 9-12 Unleveled - 950

Grade 9-12 Accelerated - 9511

Quarter - 2.5 credits

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.

Advanced Chorus**Quarter - 2.5 credits**

Grade 10-12 Accelerated - 1950

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.

High School Band**Quarter - 2.5 credits**

Grade 9-12 No level - 847

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.

High School Band**Quarter - 2.5 credits**

Grade 9-12 Accelerated - 847

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

Jazz Studies**Semester - 5 credits**

Grade 9-12 Accelerated - 840

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.

Guitar**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 846

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.

Advanced Guitar**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 876

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.

Music Theory and Analysis**Semester - 5 credits**

Grade 9-12 Unleveled - 942

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.

American Musical Theatre**Semester - 5 credits**

Grade 9-12 Unleveled - 942

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.

Piano Studio**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 871

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.

Furniture Design**Quarter - 2.5 credits**

Grade 9 Unleveled - 495

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.



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.

9th Grade Wellness Program

Semester - 5 credits

Grade 9 Unleveled - 715

CPE

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 Wellness, Suicide Prevention, Understanding Gender and LGBTQ+ Issues, Gender Stereotypes, Understanding Diversity, Bullying Prevention, Substance Abuse (Alcohol Use, Prescription Drug Safety, Marijuana and Nicotine Education), Nutrition and Sleep Education, First Aid, CPR and AED Training.

Social Emotional Learning: Project Adventure Activities, Goal Setting, Journaling, Believe in You Video and Empowerment Journal Series.

PLT4M Fitness and Health Program, Recreational Games

Physical Education**Quarter - 2.5 credits**

Grade 11 Unleveled - 734

Physical education is a one-quarter course that, in some cases, may be spread over two quarters (completion of both part 1 and part 2 is a graduation requirement). The program consists of individual sports, team sports, and fitness activities. Physical education classes are coeducational. Activities and units may include soccer, tennis, team handball, badminton, basketball, volleyball, principles of conditioning, track and field, softball, strength training, dance, field hockey, flag football, lacrosse, ultimate Frisbee, pickle ball, outdoor pursuits, leisure games, games, sport stacking, and individual fitness training and assessment.

Health and Wellness**Quarter - 2.5 credits**

Grade 10 College Prep - 772 (part 1)

CPE**Health and Wellness Seminar**

Grade 12 College Prep - 773 (part 2)

Health and Wellness and Health and Wellness Seminar 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.

Sports Officiating**Quarter - 2.5 credits**

Grade 9-12 Unleveled - 775

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 sponsored by the MIAA and the National Federation of High School Sports, Ref Reps, 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 offer students the chance to become certified as sub-varsity and youth sports official in several sports: Soccer, Basketball, Football, Field Hockey, Baseball, Softball, Boys Lacrosse, Girls Lacrosse, Volleyball, Flag Football, and Wrestling. 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.

Advanced Fitness Training**Quarter - 2.5 credits**

Grade 10-12 Unleveled - 776

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, Dance fitness...)

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.

Yoga, Mindfulness & Mat Pilates**Quarter - 2.5 credits**

Grade 10-12 Unleveled

This course is a one quarter elective open to students in Grades 10–12. Yoga, Mindfulness, and Mat Pilates is designed to support students in developing physical strength, flexibility, balance, and mental well-being through low-impact, accessible movement practices. Students will learn foundational techniques in yoga and Pilates while also exploring mindfulness strategies to reduce stress, improve focus, and enhance overall health.

The course emphasizes proper form, breath control, and body awareness through guided practice sessions. Students will participate in a variety of activities including yoga flows, mat Pilates exercises, and mindfulness techniques such as meditation and relaxation strategies. This course is appropriate for all fitness levels and encourages students to build confidence in their movement abilities while developing lifelong wellness habits.

The goal of this course is to empower students with the tools to manage stress, improve physical fitness, and cultivate a positive mind-body connection that can be applied both in and outside of the classroom.

Recreation Games & Team Building**Quarter - 2.5 credits**

Grade 9-12 Unleveled

Recreational Games & Team Building is a one quarter elective course open to students in Grades 9–12. This course focuses on promoting physical activity, cooperation, and social development through a variety of recreational and non-traditional games. Students will participate in activities designed to encourage teamwork, communication, and problem-solving in a fun and inclusive environment.

The course includes a wide range of activities such as cooperative challenges, small-sided games, and group initiatives that emphasize participation, sportsmanship, and collaboration over competition. Students will develop interpersonal skills, build trust among peers, and learn how to work effectively as part of a team.

This course is appropriate for all skill levels and aims to create a positive and engaging experience while helping students develop lifelong skills related to teamwork, leadership, and active living.

**Advanced/Competitive Pickleball
& Badminton****Quarter - 2.5 credits**

Grade 10-12 Unleveled - 735

Advanced / Competitive Pickleball and Badminton is a one quarter elective open to students in Grades 9-12. The course is designed to teach students the foundational skills, strategies, rules and etiquette required to play competitive pickleball and badminton. Students will learn proper grips, service and returns skills, shot form and selection, footwork, and game strategy. Each sport will be divided into two 4-5 week units.



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							
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

French 1 (offered if possible)**Semester - 5 credits**

Grade 9-12 College Prep - 552

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.

French 2**Semester - 5 credits**

Grade 9-12 College Prep - 5566

Grade 9-12 Accelerated - 5577

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.

French 3**Semester - 5 credits**

Grade 10-12 College Prep - 5588

Grade 10-12 Accelerated - 5599

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.

French 4**Semester - 5 credits**

Grade 10-12 College Prep - 5589

Grade 10-12 Accelerated - 5590

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.

French 5**Semester - 5 credits**

Grade 11-12 Accelerated - 586

During the first semester, study in French Intermediate III incorporates 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.

AP French Language and Culture**Full Year - 10- credits**

Grade 11-12 Advanced Placement - 570

During the first semester, study in AP French incorporates 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. 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. AP students are required to take the AP exam in May.

Spanish 1**Semester - 5 credits**

Grade 9-12 College Prep - 6122

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.

Spanish 2**Semester - 5 credits**

Grade 9-12 College Prep - 6844

Grade 9-12 Accelerated- 6866

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.

Spanish 3**Semester - 5 credits**

Grade 10-12 College Prep - 6233

Grade 10-12 Accelerated- 6244

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.

Spanish 4**Semester - 5 credits**

Grade 10-12 College Prep - 6255

Grade 10-12 Accelerated- 6266

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.

Spanish 5

Grade 11-12 Accelerated - 679

Semester - 5 credits**CPE****AP Spanish Language and Culture**

Grade 11-12 Advanced Placement - 680

Full Year - 10 credits

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.

Spanish Immersion and Homestay

Grade 9-12 Unleveled - 599

1.5 credits**April Vacation, plus utility block**

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.

French Exchange: Sucy-en-Brie**Semester - 2.5 credits**

Grade 10-12 Unleveled

2 weeks in October & April plus utility blocks

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. 47 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.

WORLD LANGUAGE ELECTIVES**Advanced Language Study (French or Spanish) Semester - 5 credits**

Grade 12 Accelerated - 553

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.

Language Continuation (French or Spanish) Quarter - 2.5 credits

Grade 9-12 College Prep

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.

Spanish Immersion and Homestay Spring Break - 1.5 credits

Grade 9-12 Unleveled

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.

LEARNING OPPORTUNITIES

Leadership Studies

Quarter - 2.5 credits

Grade 11-12 Unleveled - 090

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.

Teaching Assistant

Quarter - 2.5 credits

Grade 11-12 Unleveled - 794

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.

Work Study**Semester - 5 credits**

Grade 11-12 Unleveled - 796

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.

Independent Study/Project**Quarter - 2.5 credits
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.

Online Learning

Online learning 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 online learning courses offered through CHS are rigorous in content and expectations. 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 online 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 online learning program, students and parents will be required to sign a contract acknowledging policies and program requirements.

Pathways

Pathways is a way of conceptualizing grouping courses in order to assist students in exploring possible career or college paths through intensive exploration of existing courses, grouped logically by field of study. Most are interdisciplinary in nature and are suggested in order that students can:

- Explore a subject of interest.
- Have students show a demonstrated interest in a particular field of study.
- Plan out thoughtful schedules that reflect student interest.
- Open up opportunities for Independent Studies and/or internships.

Students who take at least five of the courses in each pathway, or the equivalent of 25 credits, may elect to engage in a “Pathway Capstone” project. The Pathway Capstone is a quarter Independent Study in which the student will create a project based on one of the themes in their academic pathway, and which aligns with the major standards of the Vision of the Graduate (Inspiring Character, Purposeful Growth, and Scholarship Serving the Greater Good).. Successful completion of the capstone project will be listed on the transcript with a grade.

Capstone projects should include:

1. Project approved by a supervising teacher and administrator. The project should identify an issue that matters to them and/or to their or the greater community;
2. Rigorous research on the context, policies, perspectives, and history of their issue, including the possible root causes;
3. 4-5 page research paper synthesizing their research findings;
4. A theory of action and action plan for addressing the issue;
5. Beginning execution of the action plan; and
6. A presentation to an audience consisting of teachers, administrators, parents, and/or community members.

Successful completion of the capstone project will meet the criteria of the MA State Civics Project.

Pathways Possibilities

Nursing and Medical Studies ·Biology/AP Biology ·Chemistry/AP Chemistry ·Anatomy and Physiology ·Genetics and Biotechnology ·Neuroscience ·Psychology or AP Psychology ·Spanish - Statistics or AP Statistics	Finance and Economics ·Accounting ·Economics, AP Macroeconomics, or AP Microeconomics ·Statistics or AP Statistics ·Principles of Finance ·Commercial Design ·Leadership Studies ·Public Speaking*
Environmental Studies ·Biology/AP Biology ·Chemistry/AP Chemistry ·Environmental Science ·Marine Science ·Biodiversity Ecology ·Genetics and Biotechnology ·Statistics or AP Statistics ·Summer at C (CSCR)	Robotics and Embedded Systems Engineering ·Differential or AP Calculus ·Physics or AP Physics ·Computer Science ·Robotics and Embedded Systems Engineering ·Genetics and Biotechnology ·Video Game Design ·Statistics or AP Statistics
Humanities ·AP Language and Composition ·AP Literature and Composition ·Holocaust and Human Behavior ·Sociology ·World or AP European Studies ·Neuroscience ·Genetics and Biotechnology ·Chemistry in the Community ·French or Spanish ·Introduction to Art History ·Chorus ·American Musical Theatre ·Leadership Studies	Health and Human Behavior ·Wellness ·Health and Human Behavior ·Psychology or AP Psychology ·Sociology ·Conspiracy Theory ·Holocaust and Human Behavior ·Mindful Art ·Community Art ·Neuroscience ·Anatomy and Physiology - Statistics or AP Statistics
Civics and Legal Studies ·US I and II or AP US History ·Global Studies ·Introduction to Law ·Sociology ·Spanish ·Community Art ·Environmental Science ·Marine Science ·Summer at C (CSCR)	<i>Students may elect to create a unique pathway with approval from an administrator.</i>

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.

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.

MA State Seal of Biliteracy

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. Coteaching 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.

Student Strategies for Learning**Quarter - 2.5 credits**

Grade 9-10 Unleveled - 1010A

Grade 11-12 Unleveled - 1010B

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 115 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.

**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.

