



# Cohasset Middle School

## Program of Studies

2021-2022

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# **CORE VALUES AND BELIEFS**

CMS is a safe, inclusive, supportive, and engaging learning community dedicated to developing and celebrating individuality, independence, and curiosity.

Students are empowered, empathetic, and collaborative learners, committed to personal growth and to being respectful and responsible global citizens.

**The Cohasset student will communicate effectively.**

**All students will**

- Read and listen critically for information, understanding, and enjoyment.
- Write and speak clearly, factually, persuasively, and critically in Standard English.

**The Cohasset student will be a critical and creative thinker and problem solver.**

**All students will**

- Define, analyze, and solve complex problems.
- Distinguish fact from opinion, identify stereotyping, and recognize bias.
- Refine research skills by using a variety of media and by evaluating the quality of the information obtained.
- Make reasoned inferences and construct logical arguments.
- Develop, test, and evaluate possible solutions.
- Present conclusions through written, spoken and artistic means of expression.
- Understand and apply scientific, mathematical and technological concepts.
- Explore the creative process through visual arts, music, drama, or technology.

**The Cohasset student will understand the responsibilities of citizenship and community membership.**

**All students will**

- Develop a strong sense of honor and integrity, behave ethically, and act responsibly.
- Demonstrate an understanding of the rights, responsibilities, and roles of individuals, the community, the nation, and the world.
- Demonstrate an understanding and appreciation of the traditions, practices, and perspectives of other cultures.
- Demonstrate respect and tolerance for self, peers, parents, and staff.

**The Cohasset student will understand the importance of being healthy and physically active.**

**All students will**

- Make informed and responsible judgments regarding physical, mental, and emotional well-being.
- Develop skills and participate in physical activities for personal growth, fitness, and enjoyment.

## **GENERAL INFORMATION**

This Program of Studies presents descriptions and learning outcomes for all of the courses currently offered at Cohasset Middle School in grades six through eight.

All students must meet the Massachusetts Department of Elementary and Secondary Education time and learning requirements and schedule courses to maximize learning in their school day.

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.

### **COURSE OVERVIEW BY GRADE**

<b>Course Overview by Grade Level</b>	
<b>Grade 6</b>	
Full Year Courses	Specialist Courses (Trimester)
ELA 6	Chorus 6 or Beginning Instrumentation or Band 6
Math 6	Health/Wellness 6
Science 6	STEM 6
World Geography/Ancient Civilizations I	Grade 6 Seminar
French or Spanish	Art or Digital Literacy/Computer Science
<b>Grade 7</b>	
Full Year Courses	Specialist Courses (Trimester)
ELA 7 or Accelerated ELA 7	Chorus 7 or Band 7
Math 7 or Accelerated Math 7	Health/Wellness 7

Science 7	STEM 7
World Geography/Ancient Civilizations II	Guidance
French or Spanish	Art or Digital Literacy/Computer Science
<b>Grade 8</b>	
Full Year Courses	Specialist Courses (Trimester)
ELA 8 or Accelerated ELA 8	Chorus 8 or Band 8
Math 8 or Accelerated Math 8	Health/Wellness 8
Science 8	STEM 8
Civics	Research
French or Spanish	Art

The principal may exempt a student from any of these requirements. Each request for exemption will be considered on its own merit. In general, the request will be considered if meeting the requirements will severely disrupt a student's academic program.

### **REQUIREMENTS FOR PROMOTION AND GRADE ASSIGNMENT**

Students receiving two or more F's in major subject areas may be considered for retention in the current grade.

### **COURSE / LEVEL PLACEMENT**

Cohasset Middle School utilizes both heterogeneous and homogeneous grouping patterns. In heterogeneous classes, students with different ability levels and varied interests are brought together in a learning situation. In homogeneous classes, students are grouped by ability levels as determined by several established criteria. Seventh and eighth grade Math and ELA programs feature homogeneous grouping while all other classes are heterogeneously grouped.

When a course is homogeneously grouped, every effort is made to group students according to and commensurate with their individual abilities in each subject area. Grouping of students will be based upon the following factors:

1. Prior academic record
2. Teacher recommendations
3. Standardized test results
4. Department Head and counselor recommendation

Thus, it is possible for a student to be placed at different levels depending on his or her strengths and weaknesses in the various subject areas.

Any parent/guardian wishing to discuss his/her child's placement in a particular subject first should contact the teacher, then the appropriate department head.

If a parent/guardian desires that a student take a course level that differs from the recommendation of the teacher, the parent must request a recommendation waiver using the waiver form. These forms are available in the Middle School Main office and online. A waiver request will only be considered after talking to the teacher and the department head and is subject to the approval of the principal.

## **GRADING**

It is the philosophy of the Cohasset Middle School faculty and administration that students respond more positively to the opportunity for success than to the threat of failure. Therefore, we seek to make achievement both recognizable and possible for students. Student performance is evaluated and reported 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; inform students and their parents/guardians of progress; and provide a basis for improvement in student performance.

Students receive course expectations and objectives at the beginning of each course. The teacher explains to students the course objectives, her/his expectations for student's performance and responsibilities, and the evaluation system that will be used to measure mastery of those objectives. The teacher makes clear to students and parents/guardians as necessary, the basis upon which the grades are earned.

### **Academic Letter Grades & Numerical Equivalents**

<b>Letter Grade</b>	<b>Numerical Equivalent</b>	<b>Student demonstrates</b>
A	93.5 - 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 specific learning tasks, assessments, and class discussions
A-	89.5 – 93.49	
B+	86.5 – 89.49	Proficient understanding of the essential concepts/processes embodied in the course content; sufficient evidence of understanding, reasoning, and communication skills as they apply to specific learning tasks, assessments, and class discussions
B	83.5 – 86.49	
B-	79.5 – 83.49	
C+	76.5 – 79.49	Basic understanding of the essential concepts/processes embodied in the course content; adequate evidence of understanding, reasoning, and communication skills as they
C	73.5 – 76.49	

C-	69.5 -73.49	apply to specific learning tasks, assessments, and class discussions
D+	66.5 – 69.49	Minimal understanding of the essential concepts/processes embodied in the course content; partial evidence of understanding, reasoning, and communication skills as they apply to specific learning tasks, assessments and class discussions
D	63.5 – 66.49	
D-	59.5 – 63.49	
F	0 – 59.49	Deficient understanding of the essential concepts/processes embodied in the course content; inadequate evidence of understanding, reasoning, and communication skills as they apply to specific learning tasks, assessments, and class discussions

## **HONOR ROLL REQUIREMENTS**

At the middle school level, we are concerned with the growth of the whole student. Therefore, honor roll criteria include success in areas of academic and character performance.

Academic Criteria:

Honors – “A’s” and/or “B’s” in all subjects  
 High Honors – All “A’s” in all subjects

## **HOMEWORK POLICY**

Part of our mission is to encourage lifelong learning; study beyond the school day is part of the education of our students. Homework supplements classroom instruction, fosters independent learning, and provides students with practice in skill development beyond the regular class period. Students may receive 20-30 minutes of homework per subject per night, with increased expectations for accelerated courses. Students are expected to prepare for all classes. Accordingly, students should make careful choices about commitments beyond the school day. Academic responsibilities must be a priority, and a student must be able to balance academics with other parts of his/her life.

## **EXAM POLICY**

Teachers may administer final exams in their courses as they deem appropriate. The grade weight is determined by each department and clearly delineated in the course expectations distributed at the start of the course.

## **SPECIAL EDUCATION**

At Cohasset Middle School, students with special needs have access to the full spectrum of educational programs-all of which reflect an interdependent relationship between regular and special education staff members. In addition, supportive services are provided to meet the unique learning needs in order to maximize student development in both cognitive and affective areas within the least restrictive environment.

## **SCHOOL COUNSELING**

The School Counseling Department helps students lead lives that are intellectually, emotionally, and socially full and rich. The goal of the School Counseling Department is to help students with educational, vocational, and personal problems, to assist students in understanding themselves, to help in the relief of tensions and anxieties, and to remove, so far as we can, obstacles to learning.

Students should feel free to come to visit the School Counselor (Rm. 231) any time during the school day. Students wishing to see our School Counselor may obtain a pass from their teacher, or if they wish, they may make an appointment through the CMS Main Office Secretary.

### **6900 SEMINAR**

#### **Grade 6**

#### **One Trimester or equivalent**

The Grade 6 Seminar Course is designed to support grade 6 students through their first year in the Cohasset Middle School environment. A combination of strategies and skill development relating to self-awareness and self-management aim to guide students toward a more manageable and enjoyable scholastic experience in middle school and beyond. Students will work toward recognizing individual and group strengths and weaknesses, building self-confidence and self-efficacy through the development of positive and accurate self-perception, and how to manage themselves when it comes to impulse control, stress, discipline, motivation and goal setting, and organization.

Units of study include: Getting to Know the Self as a Learner, Self-Control, The Brain, Time and Task Management, Procrastination, Metacognition and Growth Mindset, Stress Management, and the 7 Habits of Highly Effective Teens. At the end of the course, students should be able to understand themselves better as learners, be better able to advocate for themselves and others, and keep themselves on track as students. Lessons will include individual and group work, but the course will be a pass/fail course as assignments and progress will focus on student skill development and understanding rather than grades.

#### **Learner Outcomes**

Upon completion of the course students will be able to:



- Articulate better who they are as a student and a learner
- Identify major keys to success
- Communicate with peers and teachers more appropriately and effectively
- Identify challenges and create solutions within their academic, personal, and social environments

## **7740 GUIDANCE**

### **Grade 7**

#### **One trimester or equivalent**

The middle school guidance course is designed to teach students the skills that make them successful both in and out of school. This course focuses on social awareness and relationship building skills. Topics covered include perspective taking, empathy, appreciating diversity, respect for others, communication, social engagement, relationship building and teamwork.

Learning experiences include both individual and group work. Classroom lessons are designed to promote the development of valuable social skills such as decision making, assertiveness, refusal skills, and respect for human differences.

This is an academic exploratory course that requires students to read, write, research, and think critically. It provides each individual student with knowledge and experiences for favorably influencing attitudes and practices relating to personal growth, relationships, and community life.

### **Learning Outcomes**

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

- Identify and utilize positive social behaviors such as getting along with others, helping others, showing concern for others, empathy, prosocial problem solving and cooperation.
- Effectively communicate with teachers and peers
- Use problem-solving and decision-making skills
- Understand the relationship of academics to the world of work, as well as life at home and in the community
- Identify personal preferences and interests which influence career choices and success

## **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 students with the skills necessary to succeed in high school courses of study.

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 21<sup>st</sup> Century Learning Skills and global and cultural awareness.

## **6420 ENGLISH 6**

### **Grade 6**

#### **Full year**

The English 6 curriculum focuses on an integrated approach to reading and writing and is designed to give students practice fine-tuning these critical academic skills. Students will be taught reading comprehension strategies using a wide variety of genres. Among these texts are fiction, nonfiction, poetry, and drama. Students apply a wide variety of strategies to comprehend, interpret, and evaluate texts. To build upon their capacity as readers, they are expected to read independently for 15-20 minutes each day. Students participate in “Writers Workshops” to learn how to talk about writing, work on the various stages of the writing process, and become skilled at editing their own and each other’s work. Students are taught to adjust their writing to communicate effectively with different audiences for a variety of purposes. Grammar and mechanics are taught as part of the writing curriculum. To build their vocabulary, reading comprehension, and writing ability, students will be taught common Greek and Latin Roots. By learning roots, students are better able to figure out the meaning of words they come across on their own and use these words in their own writing. Students will also be asked to demonstrate what they have learned in oral presentations and in projects that involve current technology. Sixth graders work on interdisciplinary, multi-media research projects that equip them with the communication skills they will need to thrive academically in the 21<sup>st</sup> century.

### **Learning Outcomes**

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

- Summarize and analyze text citing evidence that supports explicit and inferential information.
- Analyze elements of fiction and writing devices.
- Determine central ideas or themes of a text and interpret how they are conveyed.
- Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- Prove written arguments with relevant evidence.
- Research a topic, gather relevant information from multiple print and electronic sources, assess the credibility and accuracy of each source, and integrate the information to develop a coherent understanding of the issue.
- Apply the conventions of Standard English grammar and usage when speaking and writing.

- Apply context clues, common Greek and Latin affixes and roots, and reference materials to determine or clarify the meaning of unknown words.
- Synthesize information about a topic through comparisons of various texts.
- Evaluate arguments in a text.

## **7112 ENGLISH 7**

### **Grade 7**

#### **Full year**

The English 7 curriculum encompasses the areas of reading, writing, grammar, and vocabulary as outlined in the Common Core. Strong emphasis is placed on reading comprehension and writing ability. The curriculum provides students with the opportunity to acquire new skills while at the same time reinforcing previously learned skills. Challenging material from a variety of genres including fiction, nonfiction, mythology, drama, and poetry is read and examined. Moreover, independent reading assignments enable students to make their own literary selections and share highlights with classmates. Writing activities focus on organization, word choice, sentence structure, mechanics, and style. Students are encouraged to evaluate and revise their work with all writing assignments, and frequent journal activities aid the writing process. Vocabulary instruction is designed to enhance students' understanding of literary texts, as well as to help them improve the clarity of their written and oral communication. Grammar studies help students understand the rules of standard written English and apply these rules to their writing.

All grade seven learning activities serve to emphasize the value of literacy, writing, and speech skills in our global society.

### **Learning Outcomes**

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

- Analyze how the form, structure, and elements of writing contribute to a text's meaning.
- Compare and contrast an author's writing style and its effect upon the text's meaning.
- Analyze and interpret how literary elements interact and contribute to the theme(s) of a text.
- Evaluate arguments and their supporting evidence
- Construct coherent, logical arguments and narratives appropriate to audience, task, and purpose.
- Demonstrate effective oral communication skills when presenting and sharing information.
- Apply knowledge of the rules of standard written English, including correct usage and mechanics, and subject-specific vocabulary to their writing.
- Analyze literary devices including figures of speech and allusions.
- Research a topic using multiple print and electronic sources; evaluate the credibility of various sources of information; synthesize information about a topic from

various sources; present information about the researched topic and identify related research questions for further investigation.

- Apply knowledge of word affixes and interpret context clues to determine the meanings of words.

## **7111 ENGLISH 7 (Accelerated)**

### **Grade 7**

### **Full year**

The English 7 curriculum encompasses the areas of reading, writing, grammar, and vocabulary as outlined in the Common Core. The accelerated course is for highly motivated students who are able to complete complex writing and reading tasks requiring advanced thinking and writing skills. Reading and writing ability of accelerated students is well above grade level. Students possess an advanced vocabulary and are adept at making inferences. Challenging material from a variety of genres including fiction, nonfiction, mythology, drama, and poetry is read and examined. Moreover, independent reading assignments enable students to make their own literary selections and share highlights with classmates. Writing activities focus on organization, word choice, sentence structure, mechanics, and style. Students evaluate and revise their work with all writing assignments, and frequent journal activities aid the writing process. Vocabulary instruction is designed to enhance students' understanding of literary texts as well as to help them improve the clarity of their written and oral communication. Grammar studies help students understand the rules of standard written English and apply these rules to their writing.

All grade seven learning activities serve to emphasize the value of literacy, writing, and speech skills in our global society.

### **Learning Outcomes**

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

- Analyze how the form, structure, and elements of writing contribute to a text's meaning.
- Compare and contrast an author's writing style and its effect upon the text's meaning.
- Analyze and interpret how literary elements interact and contribute to the theme(s) of a text.
- Evaluate arguments and their supporting evidence
- Construct coherent, logical arguments and narratives appropriate to audience, task, and purpose.
- Demonstrate effective oral communication skills when presenting and sharing information.
- Apply knowledge of the rules of standard written English, including correct usage and mechanics, and subject-specific vocabulary to their writing.
- Interpret literary devices including figures of speech and allusions.
- Research a topic using multiple print and electronic sources; evaluate the credibility of various sources of information; synthesize information about a topic from

various sources; present information about the researched topic and identify related research questions for further investigation.

- Apply knowledge of word affixes and interpret context clues to determine the meanings of words.

## **8131 ENGLISH 8**

**Grade 8**

**Full year**

The English 8 curriculum challenges students to broaden and deepen their skills in communication, literature, and language in order to become critical thinkers and writers. Students explore, analyze, and synthesize information about the content and form of various genres of literature. Students develop and practice thesis essay writing skills and how to include sufficient, supporting textual evidence. Students study grammar and usage, vocabulary, spelling, and the mechanical conventions of writing. Students also practice setting academic goals and evaluating themselves to help them work toward increased independence as learners.

### **Learning Outcomes**

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

- Analyze the content and form of various genres of literature and the interaction of elements of writing, including plot aspects, characterization, and the influence of setting, use of irony, foreshadowing, and theme development.
- Construct essays incorporating effective thesis statements, supporting evidence, analysis of evidence, and logical reasoning.
- Research a topic or issue; evaluate various print and electronic sources for credibility; craft original arguments about the topic and defend their arguments with relevant supporting details; create digital product.
- Apply Modern Language Association rules for writers.
- Evaluate poetic elements; compose original poetry; explicate the poetic elements in professional and original verse.
- Present a Shakespearean soliloquy or monologue.

## **8121 ENGLISH 8 (Accelerated)**

**Grade 8**

**Full year**

The accelerated English 8 curriculum challenges students who have demonstrated maturity and significant accomplishment in their responses to literature, writing, and intellectual motivation. Students refine their writing skills to include sophisticated vocabulary, variety in sentence structure, thoughtful use of specific details from text, and exemplary paragraph organization. Students analyze and interpret various genres of literature, practice process writing assignments about literature, and apply the conventions of writing through the study of grammar, vocabulary, and spelling. Instruction, reinforcement, and assessment in

all facets of the accelerated English 8 curriculum promote substantive analysis and interpretation of the various aspects of literature and language.

### **Learning Outcomes**

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

- Analyze the content and form of various genres of literature and the interaction of plot aspects, characterization, and the influence of setting, use of irony, foreshadowing, and theme development.
- Construct essays about challenging literature incorporating carefully selected, relevant supporting evidence, thoughtful analysis, logical transitions, and profound conclusions.
- Evaluate the elements of an argument in text and create effective oral and written arguments according to audience, purpose, and task.
- Evaluate poetic devices, compose original verse, and explicate poetry devices in professional and original compositions.
- Evaluate an author's purpose and style across multi-genre selections.
- Compare and contrast multi-genre works and evaluate the effect of similar motifs and themes.
- Research a topic; assess the credibility of relevant print and electronic sources; document sources using Modern Language Association format; create original arguments incorporating relevant proof, interpretation, and conclusions; create a digital product.
- Present a Shakespearean soliloquy or monologue.

## **MATHEMATICS**

The Mathematics curriculum for grades six through eight is based upon the Massachusetts Common Core Standards for Mathematics, a framework built upon the notion that students must learn how to think critically and creatively in order to develop an appropriate foundation on which to build their mathematics education. Mathematics at the middle school level teaches students specific mathematical skills in topics that include, but are not limited to, Pre-Algebra, Algebra, Geometry, and Probability and Statistics. Mathematics provides all students with the opportunity to develop an understanding of the mathematical process, and demonstrates to students the connections between these skills, the process, and real-life applications.

The Cohasset Middle School Mathematics Department embraces the idea that the world is one in which mathematics is being applied in increasingly diverse fields and one which needs mathematically literate workers and problem solvers. The curriculum is designed to provide for these challenges.

## **6221 MATHEMATICS**

### **Grade 6**

#### **Full year**

As an introductory course to students entering the Middle School, the Grade 6 Mathematics curriculum looks at mathematics in various ways. In looking at mathematics as calculations, the curriculum reviews basic operations with decimals, fractions, order of operations, powers of 10, as well as an introduction to operations with integers. Other topics in the Grade 6 Mathematics curriculum include expressions and equations, ratios and rates, proportions, percentiles, geometry and measurement, data and graphs, and measures of central tendency. Mathematical models, including various kinds of graphs, are studied as ways of representing data from real-life situations. Grade 6 Mathematics is aligned to the standards outlined in the Massachusetts Common Core Standards Framework.

This course addresses the Cohasset Middle School Core Values and Beliefs by providing a challenging and demanding curriculum which will prepare students academically. Intrinsic to this mathematics course is the demand to think critically and creatively. This course will require that students use higher-order thinking skills in order to evaluate, solve, and effectively communicate the results of complex problems. Effective communication involves skills in four areas: listening, speaking, reading, and writing.

#### **Learning Outcomes**

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

- Connect mathematical concepts, skills, and methods taught in the course to real world situations.
- Evaluate the effective use of problem-solving strategies and logical reasoning in the context of the real world.
- Analyze mathematical solutions and then translate those solutions back into the context of the real-life applications.
- Assess the use of various types of mathematical models in everyday life.
- Model ratio concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Solve and model real-world and mathematical problems involving area, surface area, and volume.
- Develop an understanding of statistical variability.

- Summarize, describe, and model distributions.

## **7213 GRADE 7 MATHEMATICS**

### **Grade 7**

### **Full year**

This course is intended for students who have completed the sixth-grade mathematics course. In seventh grade mathematics, students will study topics that will prepare them for the challenging curriculum in eighth grade. These topics include: integers, rational numbers, solving equations, inequalities, graphing, geometry, probability, statistics, ratio, proportion, percentages, and problem solving. Students are encouraged to use a variety of problem-solving strategies to help them understand and solve problems. Arithmetic skills, test-taking skills, and open-ended questions will be reinforced. MCAS practice will be provided. Students will use calculators and the latest technology when appropriate.

This course addresses the Cohasset Middle School Core Values and Beliefs by providing a challenging and demanding curriculum which will prepare students academically. Intrinsic to this mathematics course is the demand to think critically and creatively. This course will require that students use higher-order thinking skills in order to evaluate, solve, and effectively communicate the results of complex problems. Effective communication involves skills in four areas: listening, speaking, reading, and writing.

### **Learning Outcomes**

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

- Connect mathematical concepts, skills, and methods taught in the course to real world situations.
- Evaluate the effective use of problem-solving strategies and logical reasoning in the context of the real world.
- Analyze mathematical solutions and then translate those solutions back into the context of the real-life applications.
- Assess the use of various types of mathematical models in everyday life.
- Analyze and model proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.



- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

## **7214 GRADE 7 MATHEMATICS (Accelerated)**

### **Grade 7**

### **Full year**

This course is the first of a two-year rigorous program that incorporates the entire seventh grade Common Core framework as well as half of the eighth grade Common Core framework. It is intended for the mature student who has mastered basic arithmetic skills and has demonstrated a thorough understanding of the basic mathematical concepts. Placement is based on teacher recommendation, academic and classroom performance, and standardized testing.

Students will study the following topics: variables, variable expressions, translating words and problems into equations, integers, absolute value, operations and properties of real numbers, solving equations and inequalities, rules of exponents, as well as topics in Geometry and Probability and Statistics. Word problems are a central theme throughout the year. Students are encouraged to use a variety of problem-solving strategies to help them understand and solve problems. Arithmetic skills, test-taking skills, and open-ended questions will be reinforced. MCAS practice will be provided. Students will use calculators and the latest technology when appropriate.

This course addresses the Cohasset Middle School Core Values and Beliefs by providing a challenging and demanding curriculum which will prepare students academically. Intrinsic to this mathematics course is the demand to think critically and creatively. This course will require that students use higher-order thinking skills in order to evaluate, solve, and effectively communicate the results of complex problems. Effective communication involves skills in four areas: listening, speaking, reading, and writing.

### **Learning Outcomes**

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

- Connect mathematical concepts, skills, and methods taught in the course to real world situations.
- Evaluate the effective use of problem-solving strategies and logical reasoning in the context of the real world.
- Analyze mathematical solutions and then translate those solutions back into the context of the real-life applications.
- Assess the use of various types of mathematical models in everyday life.
- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models
- Work with radicals and integer exponents.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

## **8224 GRADE 8 MATHEMATICS**

### **Grade 8**

### **Full year**

The eighth grade Mathematics course is designed for students who have completed Seventh Grade Mathematics. In this course students will focus on studying the topics outlined in the eighth grade Common Core Frameworks, which focus heavily on many topics taught in a traditional Algebra 1 course, yet also include topics in Geometry, and Data Analysis and Statistics. Topics include: understanding rational and irrational numbers, simplifying algebraic expressions, solving equations with one variable using several steps, graphing functions on the coordinate plane, applying the Pythagorean Theorem, solving linear systems, representing data in graphical and table form, analyzing and interpreting world problem examples, and preparation for the MCAS testing in May. All students are required to have a scientific calculator.

This course addresses the Cohasset Middle School Core Values and Beliefs by providing a challenging and demanding curriculum which will prepare students academically. Intrinsic to this mathematics course is the demand to think critically and creatively. This course will require that students use higher-order thinking skills in order to evaluate, solve, and effectively communicate the results of complex problems. Effective communication involves skills in four areas: listening, speaking, reading, and writing.

### **Learning Outcomes**

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

- Connect mathematical concepts, skills, and methods taught in the course to real world situations.
- Evaluate the effective use of problem-solving strategies and logical reasoning in the context of the real world.
- Analyze mathematical solutions and then translate those solutions back into the context of the real-life applications.
- Assess the use of various types of mathematical models in everyday life.

- Differentiate between numbers that are rational and irrational.
- Work with radicals and integer exponents.
- Use functions to model relationships between quantities.
- Understand and apply the Pythagorean Theorem.
- Investigate patterns of association in bivariate data.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

## **8225 GRADE 8 MATHEMATICS (Accelerated)**

### **Grade 8**

### **Full year**

The eighth grade accelerated mathematics course is designed for superior mathematics students with excellent study and advocacy skills with a mastery of the topics taught in the Seventh Grade Accelerated course. In this course students will complete their two-year study of seventh and eighth grade common core standards as well as additional topics covered in high school Algebra 1. This rigorous and intensive course includes the following topics: the application of fractions in Algebra, solving both linear and quadratic functions, graphing both linear and quadratic functions, understanding rational and irrational numbers, solving linear systems, factoring polynomial expressions, and preparation for the MCAS testing in May. All students are required to have a scientific calculator.

This course addresses the Cohasset Middle School Mission Statement by providing a challenging and demanding curriculum which will prepare students academically. Intrinsic to this mathematics course is the demand to think critically and creatively. This course will require that students use higher-order thinking skills in order to evaluate, solve, and effectively communicate the results of complex problems. Effective communication involves skills in four areas: listening, speaking, reading, and writing.

### **Learning Outcomes**

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

- Connect mathematical concepts, skills, and methods taught in the course to real world situations.
- Evaluate the effective use of problem-solving strategies and logical reasoning in the context of the real world.
- Analyze mathematical solutions and then translate those solutions back into the context of the real-life applications
- Assess the use of various types of mathematical models in everyday life.
- Differentiate between numbers that are rational and irrational.
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.
- Understand and apply the Pythagorean Theorem.
- Investigate patterns of association in bivariate data.

- Factor quadratic polynomial expressions and equations and apply this understanding to solve real-world problems.
- Model non-linear functions.
- Solve non-linear fractional equations and apply this understanding to solving real-world problems.
- Graph, analyze, and model systems of linear inequalities.

## **SCIENCE AND TECHNOLOGY**

Science education, like all other types of education, should help in preparing people to lead personally fulfilling and responsible lives. It should help students develop the understandings and habits of mind they need to become reflective and compassionate human beings who are able to think for themselves and make rational and informed decisions about the world around them. Meaningful participation in modern society, with its emphasis on science and technology, will require an understanding of the basic concepts and principles of science.

In order to assist our students in acquiring this understanding, the science department has established the following goals: (1) Develop within students the ability to think independently and critically about important and relevant scientific matters. (2) Provide an appropriate scientific knowledge base that allows students to develop an understanding and awareness of critical societal and environmental issues. (3) Develop an understanding of science as a process and be able to use this process to help them solve problems in daily living. (4) Help students to appreciate the interconnectedness of the various disciplines. (5) Develop an awareness of the history of science and the mutual dependence of science and technology.

The courses in the science department have been designed to help students achieve the above goals. All science courses require an active involvement on the part of students. Critical thinking, problem solving, observation and experimentation are important aspects of science that require student involvement. Laboratory activities are an essential part of all science courses.

The middle school ascribes to a spiraling curriculum in which physical, earth and life science content and skills are introduced in a developmentally appropriate way and revisited in increasing breadth and depth throughout the middle school years. All the science courses are designed to meet our students' varying needs, interest, and abilities and they are designed to develop a well-rounded functional knowledge of science as it applies to students' everyday life and specifically assist students in their preparation for studies beyond middle school.

## **6422 SCIENCE 6**

### **Grade 6**

#### **Full year**

Grade six curriculums begin with an introduction to inquiry skills and foundational concepts in the realms of physical, and earth science. Students learn the process of developing a controlled experiment, the appropriate use of tools to measure and collect information, and how to analyze data and communicate results. Physical science concepts include how matter behaves at the molecular level and how chemical reactions occur. Earth science concentrates on the layers of the earth and the role of heat transfer in plate tectonics. The overarching theme of structure and function is studied as it relates to natural phenomena such as energy, waves, matter and earth's features. Students are expected to work independently and produce authentic work. Students model cooperative work environments by collaborating on projects and labs.

### **Learning Outcomes**

Upon completion of this course students will be able to:

- Formulate a testable hypothesis by designing and conducting an original experiment specifying variables to be changed, controlled, and measured.
- Select appropriate tools and technology (e.g., thermometers, meter sticks, balances, graduated cylinders, microscopes, calculators and computers) for data collection and quantitative observations.
- Explain data and findings using multiple representations, including tables, graphs, mathematical and physical models, and demonstrations.
- Analyze data and evidence to generate conclusions presented in tables or graphs, and formulate inferences based on patterns or trends in the data.
- Apply appropriate scientific terminology to critique procedures and results.
- Create models which illustrate atoms and their subatomic particles.
- Distinguish between mixtures and pure substances.
- Discriminate between physical and chemical changes in matter.
- Explain the effects of heat on particle motion during phase changes.
- Differentiate between volume and mass to illustrate density.
- Categorize the structure and properties of the layers of the earth including lithosphere, mantle and dense metallic core
- Explain the role of heat transfer and density in causing plate tectonics.
- Evaluate geological evidence, including the geologic time scale, supporting the process of seafloor spreading as the engine powering plate tectonics.
- Use diagrams and other models to show that both light rays and mechanical waves are reflected, absorbed, or transmitted through various materials.
- Present evidence to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- Develop a model to describe the relationship between the relative positions of objects interacting at a distance and their relative potential energy in the system.

## **7410 SCIENCE 7**

### **Grade 7**

#### **Full year**

Grade seven curriculum starts where students left off in sixth grade, with life science including animals and basic plant and animal cell structure and function. They gain experience with interactions of humans and earth processes, organism systems to support and propagate life, ecosystem dynamics, and key technological systems used by society. Students begin a process of moving from more concrete to abstract perspective, since many of the systems and cycles studied are not directly observable creating a foundation for exploring cause and effect relationships in grade eight.

### **Learning Outcomes**

Upon completion of this course students will be able to:

- Explain the basic structure and function of animal and plant cells and the three aspects of the cell theory
- Evaluate evidence of evolution found in DNA, protein structure, fossils, early development, and body structure to determine the evolutionary relationships among species.
- Explain how evolutionary changes in biodiversity are based on the process of natural selection.
- Construct an ecosystem that shows interdependence among its living and nonliving aspects.
- Categorize trophic roles of organisms in ecosystems as decomposers, producers and consumers.
- Analyze and construct food webs illustrating the transfer of energy in the ecosystem.
- Model water, carbon, oxygen, and nitrogen cycles in ecosystems, distinguishing the role of biotic and abiotic factors.
- Analyze and debate current events in environmental science, such as resource use, population growth, pollution, and energy, using key terminology and concepts.
- Discover how cycles of energy and matter influence an ecosystem and design a solution to protect an ecosystem.
- Diagram the relative position and motion of sun, moon and earth throughout the year.
- Explain the positions and patterns of the sun, moon, and earth that result in seasons, phases, eclipses, and tides.

## **8430 SCIENCE 8**

### **Grade 8**

#### **Full year**

Grade eight curriculums are organized into two global heat transfer and human biology and genetics. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. In grade eight these include, for example, causes of seasons and weather or climate and role of genetics in reproduction, heredity, and artificial selection. Being able to analyze

phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade eight students. Current events and ethical dilemmas are used to explore the interaction between people and science.

### **Learning Outcomes**

Upon completion of this course students will be able to:

- Demonstrate understanding of heat transfer through the Earth's atmosphere and oceans.
- Attribute heat transfer in the Earth system to everyday occurrences of weather, earthquakes and volcanoes.
- Demonstrate understanding of the connection between potential and kinetic energy causing earth's surface to be altered.
- Examine and interpret data to describe the role that human activities have played in causing the rise in global temperatures over the past century.
- Explain the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.
- Demonstrate understanding of the form and function of the skeletal, muscular, digestive, respiratory, and excretory and circulatory systems
- Communicate that chromosomes contain genes that express the traits of an individual.
- Compare and contrast the advantages and disadvantages of a sexual and sexual reproduction.
- Develop critical skills in scientific writing through use of the scientific process.
- Integrate science to their personal values through use of ethical dilemmas.

## **6542 GRADE 6 SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS**

### **Grade 6**

### **One Trimester or Equivalent**

STEM (*Science, Technology, Engineering, & Mathematics*) is an introduction to the world of technology for Cohasset Middle School students. Throughout this course students are exposed to the four (4) basic principles in technology:

*\*Communications*

*\*Manufacturing & Construction*

*\*Transportation*

*\*Power & Energy*

By utilizing the Universal Design Model and Problem-Solving Method, students can expect to explore, design, create, build, test, and evaluate numerous projects throughout three years at the middle school level. These intriguing and thought-provoking assignments will be assisted through the use of ten (10) Paxton-Patterson Action Lab computer programs, which were donated by Cohasset Educational Foundation.

Students will be encouraged to do their best as they explore and experiment with various technological concepts. Each activity will allow the students to produce an individual or group project, while encouraging them to use their imagination and creativity. They will

have the opportunity to experiment with various materials and tools (*hand & power tools*) as they produce bridges, towers, planes, rockets, self-powered vehicles, catapults, windmills, simple machines, and manufacturing projects. Strict safety procedures will be enforced.

Sixth grade students will receive an introduction to the Technology System Model and the four basic principles of Technology. A basic “foundation & understanding” in measuring and safety will be emphasized. Students will be asked to follow multiple step operations and problem solves solutions as they design, build, and test various projects. Projects might include LOGO designs, Technical drawings, Balloon cars, Straw tower design, Simple air rockets, and Simple machines through the use of LEGO’s.

### **Learning Outcomes**

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

- Solve multiple step, complex problems.
- Understand the nature of Technology Systems Model.
- Safely operate simple machines, hand tools, and power tools.
- Use the knowledge acquired in mathematics and science curricula to understand Engineering.
- Understand the role of Engineers and Technologists in society.
- Organize and illustrate a LOGO design.
- Recognize and define the various Simple Machines utilized in LEGO designs.

## **7542 GRADE 7 SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS**

### **Grade 7**

#### **One Trimester or Equivalent**

STEM (*Science, Technology, Engineering, & Mathematics*) is an introduction to the world of technology for Cohasset Middle School students. Throughout this course students are exposed to the four (4) basic principles in technology:

*\*Communications*

*\*Manufacturing & Construction*

*\*Transportation*

*\*Power & Energy*

By utilizing the Universal Design Model and Problem-Solving Method, students can expect to explore, design, create, build, test, and evaluate numerous projects throughout their three years at the middle school level. These intriguing and thought-provoking assignments will be assisted through the use of ten (10) Paxton-Patterson Action Lab computer programs, which were donated by Cohasset Educational Foundation.

Students will be encouraged to do their best as they explore and experiment with various technological concepts. Each activity will allow the students to produce an individual or group project, while encouraging them to use their imagination and creativity. They will have the opportunity to experiment with various materials and tools (*hand & power tools*) as they produce bridges, towers, planes, rockets, self-powered vehicles, catapults, windmills, simple machines, and manufacturing projects. Strict safety procedures will be enforced.

Grade seven STEM explores Engineering as a discipline and a way of thinking through the Technology System Model and the four basic principles of Technology. Seventh grade



students will build on their understanding of measuring and safety as they begin to have more complicated hands-on learning experiences. Multiple step operations and problem solve solutions will remain as they design, build, and test various projects. Projects might include CD Cover designs, Technical drawings, Self-powered land transportation vehicles, Balsa wood tower design, Plastic bottle rockets, and complex simple machines through the use of LEGO's. Many of the projects will be tested for distance or strength in compression and the students will be asked to chart / graph their results.

### **Learning Outcomes**

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

- Solve multiple step, complex problems.
- Understand the nature of Technology Systems Model.
- Understand the eight (8) elements of the Problem-Solving Method:
  - Identify the problem
  - Research past ideas
  - Brainstorm possible solutions
  - Select the best solution
  - Build a working prototype
  - Test your solution
  - Communicate & adjust solutions
  - Redesign solution
- Safely operate simple machines, hand tools, and power tools.
- Use the knowledge acquired in mathematics and science curricula to understand Engineering.
- Understand the role of Engineers and Technologists in society.
- Organize and Illustrate a CD Cover Design.
- Identify and define the various Simple Machines utilized in LEGO designs.
- Describe the structural engineering methods used in designing a tower.
- Compare and analyze bottle rocket designs.

## **8542 GRADE 8 SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS**

### **Grade 8**

#### **One Trimester or Equivalent**

STEM (*Science, Technology, Engineering, & Mathematics*) is an introduction to the world of technology for Cohasset Middle School students. Throughout this course students are exposed to the four (4) basic principles in technology:

*\*Communications*

*\*Transportation*

*\*Manufacturing & Construction*

*\*Power & Energy*

By utilizing the Universal Design Model and Problem-Solving Method, students can expect to explore, design, create, build, test, and evaluate numerous projects throughout their three years at the middle school level. These intriguing and thought-provoking assignments will be assisted through the use of ten (10) Paxton-Patterson Action Lab computer programs, which were donated by Cohasset Educational Foundation.

Students will be encouraged to do their best as they explore and experiment with various technological concepts. Each activity will allow the students to produce an individual or group project, while encouraging them to use their imagination and creativity. They will have the opportunity to experiment with various materials and tools (*hand & power tools*) as they produce bridges, towers, planes, rockets, self-powered vehicles, catapults, windmills, simple machines, and manufacturing projects. Strict safety procedures will be enforced.

Grade eight STEM further continues to explore Engineering as a discipline and a way of thinking through the Problem-Solving Method and the four basic principles of Technology. STEM is also an MCAS tested course, so students will be exposed to various open response and multiple-choice questions for review. Eighth Grade students will demonstrate a mastery of measuring and safety as they develop more complicated hands-on learning experiences. Multiple step operations and problem solve solutions will remain as they design, build, and test various projects. Projects might include Isometric drawings, Bridges, Solid engine rockets, Power & energy mechanisms, manufacturing project. Many of the projects will be tested for distance or strength in compression and the students will be asked to chart / graph their results using an Excel program.

### **Learning Outcomes**

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

- Solve multiple step, complex problems.
- Understand the nature of Technology Systems Model.
- Understand the role of Engineers, Architects, and Technologists in society.
- Use the knowledge acquired in mathematics and science curricula to evaluate Engineering designs.
- Understand the eight (8) elements of the Problem-Solving Method:
  - Identify the problem
  - Research past ideas
  - Brainstorm possible solutions
  - Select the best solution
  - Build a working prototype
  - Test your solution
  - Communicate & adjust solutions
  - Redesign solution
- Sketch, illustrate, and produce a TST Pass Design using computer-aided design CAD
- Identify, define, and safely utilize the various simple machines, hand tools, and power tools.
- Compare and analyze solid rocket engine model designs.
- Design and illustrate the structural engineering methods used in designing a bridge including:
  - Cost of materials
  - Efficiency of bridge design
  - Cost efficiency of bridge design

## **6549 DIGITAL LITERACY AND COMPUTER SCIENCE**

### **Grade 6 and Grade 7**

#### **One Trimester or Equivalent**

Students will develop an understanding of the rights of responsibilities that are associated with digital citizenship. Students will expand their computer science skills through programming and computing activities. Utilizing computer science as a medium for creativity, problem solving and communication will be explored. Students are inspired to build their own websites, apps, games and physical computing devices.

#### **Learning Outcomes**

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

- Identify threats and actively protect devices and networks from viruses, intrusion, vandalism, and other malicious activities.
- Describe how cyberbullying can be prevented and managed.
- Explain the connection between the persistence of data on the Internet, personal online identity, and personal privacy.
- Describe and use safe, appropriate, and responsible practices (netiquette) when participating in online communities (e.g., discussion groups, blogs, social networking sites).
- Differentiate between appropriate and inappropriate content on the Internet.
- Explain how copyright law and licensing protect the owner of intellectual property.
- Explain possible consequences of violating intellectual property law and plagiarism.
- Apply fair use for using copyrighted materials (e.g., images, music, video, text).
- Identify the legal consequences of sending or receiving inappropriate content (e.g., cyberbullying, harassment, sexting).
- Demonstrate compliance with the school's Acceptable Use Policy (AUP).
- Identify and explain the strengths, weaknesses, and capabilities of a variety of digital tools.
- Identify the kinds of content associated with different file types and why different file types exist (e.g., formats for word processing, images, music, three-dimensional drawings.).
- Integrate information from multiple file formats into a single artifact.
- Individually and collaboratively, use advanced tools to design and create online content (e.g., digital portfolio, multimedia, blog, webpage).
- Collaborate synchronously and asynchronously through online digital tools.
- Demonstrate ability to communicate appropriately through various online tools (e.g., e-mail, social media, texting, blog comments).
- Define a simple function that represents a more complex task/problem and can be reused to solve similar tasks/problems.
- Use logical reasoning to predict outputs given varying inputs.
- Individually and collaboratively, decompose a problem and create a sub-solution for each of its parts (e.g., video game, robot obstacle course, making dinner).
- Individually and collaboratively compare algorithms to solve a problem, based on a given criteria (e.g., time, resource, accessibility).
- Create a program, individually and collaboratively, that implements an algorithm to achieve a given goal.

- Implement problem solutions using a programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.

## **SOCIAL STUDIES**

The Commonwealth of Massachusetts History and Social Science Frameworks, along with the Massachusetts Technology Literacy Standards, guide the Cohasset Middle School Social Studies curriculum for grades 6, 7 and 8. The curriculum for grade 6 begins a 2-year course of study of World Geography and Ancient Civilizations, which is completed in grade 7. Students then begin a 3-year cycle in the study of American history, with grade 8 focusing on civics and comparative government. In addition, there is a required trimester-long course in research skills and digital citizenship for all grade 8 students. These 3 years of study in geography and history at the middle school level are required for each student.

The goals of the Middle School Social Studies Program are to prepare citizens who have the knowledge, skills and attitudes necessary to succeed in school and beyond, to effectively participate in their local, national and global communities, and to encourage students to become lifelong learners. In all Cohasset Middle School courses, students will develop the ability to:

- Demonstrate civic knowledge, skills, and dispositions.
- Develop focused questions or problem statements and conduct inquiries.
- Organize information and data from multiple primary and secondary sources.
- Analyze the purpose and point of view of each source; distinguish opinion from fact.
- Evaluate sources for credibility, accuracy, and relevance.
- Argue and/or explain conclusions, using valid reasoning and evidence.
- Determine next steps and take informed action, as appropriate.

### **6424 WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS I**

#### **Grade 6**

#### **Full year**

“Building on what students have learned about civics, economics, geography, and history in previous grades, the grades 6 and 7 standards are designed to deepen students’ understanding of how the social science disciplines can be used systematically in the study of countries, regions, and the past.” – Massachusetts State Frameworks.

The grade 6 curriculum focuses on physical and political geography, considering the five major concepts of location, place, human and environment, movement, and regions. The grade 6 curriculum includes an introduction to these five themes and the foundations of human origins in the Paleolithic and Neolithic eras, and then focuses on 3 areas of the world: the Middle East and North Africa; Sub-Saharan Africa; and Central America, the Caribbean, and South America. This information provides a basis for the study of early

civilizations. Beyond the five themes of geography, students get to know their world by examining the nations in each region today and selected ancient and classical societies existing before 1000 CE.

Instructional methods include extensive use of atlases to learn about the world through the systematic study of both physical and political geography, and the study of a variety of ancient kingdoms through managing information, reading comprehension, and written expression. Students will complete a number of activities that stress both critical and creative problem-solving skills. Technological and collaborative learning tasks are used extensively throughout the course.

Specific assessments include the use of basic research techniques and the use of primary and secondary sources to write three to five paragraph essays that report on the cultural, religious, social, political, economic, or environmental conditions of various countries, the creation of political and physical maps of regions and continents, locating and describing specific geographical and political points of interest, comparing and contrasting the standard of living throughout the world using the criteria of access to clean water, nutritious food, education, basic shelter and basic healthcare. Through the use of student magazines and newspapers, current events are integrated into the social studies program. Study skills, note taking, and essay writing are essential elements of the Curriculum.

### **Learning Outcomes**

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

- Identify the five themes of geography (location, place, region, human and environmental interaction, movement) and the six essential elements.
- Explain the parts, styles, and purposes of a world map and use it to identify places.
- Explain the variety of climates that help to sustain the Earth's wide variety of species.
- Describe what a culture is, what makes up cultural regions, and how and why cultures change.
- Identify and explain the origins of human societies.
- Identify modern countries in the Middle East, Africa, and Central and South America.
- Explain the origin of human civilization in those regions.
- Explain different forms of government and the definition of globalization.

## **7310 WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS II**

### **Grade 7**

### **Full year**

A continuation of the course of study begun in grade 6, the grade 7 course focuses on application of the five themes of geography, identification of modern countries, and the study of select ancient civilizations in each of the following areas: Central and South Asia; East Asia; Southeast Asia and Oceania; and Europe. Instructional methods and specific assessments used in grade 6 will be built upon, and used in a more in-depth and sophisticated manner, as appropriate.

### **Learner Outcomes**

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

- Understand and identify connections to the global community.
- Explain the evolution of early human societies to the ancient empires of early civilizations in Asia and Europe.
- Identify differences and similarities between the various civilizations of early human history.
- Use technology in a functional way to research and present information within the context of the middle school social studies classroom.
- Apply critical thinking skills to the study of history.
- Use the five themes of geography (location, place, region, human-environmental interaction, movement) and the six essential elements to analyze Asia and Europe today and in the past.
- Explain the different types of government in Asia and Europe and their respective roles in globalization.

### **8330 CIVICS**

#### **Grade 8**

#### **Full year**

Students study the development of United States and Massachusetts government and civic life, within the context of comparative government and politics. Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. Topics including liberty, power, and civic participation will be developed through the use of guiding questions, the examination of primary and secondary sources which include written documents, photographs, paintings, cartoons, and artifacts, drawn from a variety of sources.

### **Learner Outcomes**

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

- Identify the fundamental ideas central to the vision of the Founders.
- Explain the tensions and compromises in the Founders' ideas, and how successive generations in the United States have worked to resolve them.
- Explain how democratic ideas have been turned into institutions and practices.
- Compare and contrast democratic societies, past and present.
- Understand what economic, social, cultural, religious, and international conditions have helped to shape democratic practices.
- Understand the purposes, principles, and practices of the United States government as established by the Constitution, which includes their rights and responsibilities, and how to exercise them in local, state, and national government.
- Understand how courts and judicial review have shaped and maintain Constitutional law.
- Explain how individuals, groups and organizations have addressed and overcome obstacles to democracy.

- Understand the structure of state and local government, and the role of the citizen in each.

## **8440 INTRODUCTION TO RESEARCH**

### **Grade 8**

### **One trimester or equivalent**

Through the *Introduction to Research* course, students acquire research and information literacy skills in the context of authentic collaborative group projects. The course aligns with the *2016 Massachusetts Digital Literacy Curriculum Framework*. Skills and content include:

- Digital citizenship
- Strategic searching (advanced searching and filtering)
- Website evaluation
- Academic integrity and plagiarism concepts (including Creative Work, Copyright, License, Fair Use, Public Domain, Piracy, and Creative Commons)
- MLA research paper and citation standards
- The Big6 research process
- Source types and usage (subscription databases, print books, e-books, interviews, primary sources, and secondary sources)
- Group collaboration
- Presentation skills

Acquired skills can be applied to students' other middle school courses, as well as in high school, college, and beyond. All skills are reinforced by a variety of internet and technology tools. The *Introduction to Research* course empowers students to become independent and lifelong learners.

### **Learner Outcomes**

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

- Contribute to a positive online and face-to-face learning community
- Conduct strategic searches for relevant information
- Evaluate websites for credibility, accuracy, reasonableness, and support
- Extract information from sources without plagiarizing
- Use online information and media in an ethical and legal manner
- Format a research paper and cite sources using MLA format
- Employ a standard proven research process to complete a research project
- Utilize the library and online databases to identify credible sources for research projects
- Collaborate with their peers to create an effective and engaging presentation
- Present their research to a wide audience at a culminating research symposium
- Evaluate their work and the process that they used to create their work

## **VISUAL AND PERFORMING ARTS**

Courses in the arts seek to increase student sensitivity, awareness and creativity through the subject matter and presentation. The department's instructional philosophy is that every student can be successful in the practice of the arts as all courses value process over performance. The curriculum is unique to each student with the goal of developing emotional literacy necessary to recognize feelings and the physical ability to express those feelings in personal ways. The balance of creative and critical thinking is at the core of every arts course. Direct student involvement is essential for a complete understanding of the arts as a global citizen.

While high standards of performance are desirable for all, the Visual and Performing Arts Department encourages all students to explore, take creative risks and develop self-expression within the curriculum. Students must fulfill both a music and visual art requirement during each of their three years at Cohasset Middle School.

### **6840 GRADE 6 ART**

#### **Grade 6**

#### **One Trimester or Equivalent**

This trimester course is taken by all students in grade six. The course focuses on the development of drawing and painting skills, drawing and painting techniques, and general craftsmanship skills. Students will participate in art through learning about and creating a variety of compositions. Color study will include the color wheel and creating art with primary, secondary, warm, cool, analogous, complementary, earth tones, expressive and monochromatic colors. Students' choices for their art can be through imagination and working from inspiration which are available through their google classroom links and visuals in the room. Students' art is displayed in the halls, during the winter concert and in June during Middle School arts night. Throughout the trimester, students are encouraged to express themselves positively and develop self-confidence. They are also expected to treat each other and the supplies with respect.

#### **Learning Outcomes**

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

- Apply knowledge of line, shape, color, texture, and value in 2D and 3D work and identify the use of these elements in their own work and the work of their peers.
- Demonstrate drawing skills, through observational and imaginative drawing.
- Create a body of works, using a wide variety of media, including but not limited to graphite, oil pastels, colored pencil and paint.
- Learn how to compare and contrast their own work with those of their classmates using constructive vocabulary for critique.
- Describe the intent and purpose of their own work in writing using art vocabulary.
- Choose specific pieces (given criteria) to be displayed for viewing purposes throughout the school community.



## **7840 GRADE 7 ART**

### **Grade 7**

#### **One Trimester or Equivalent**

This trimester course is taken by all students in grade seven. The course focuses on the development of drawing and painting skills, drawing and painting techniques, and general craftsmanship skills. Students will participate in art through learning about and creating a variety of compositions based on the art principles: movement, balance, emphasis, contrast, variety, unity, proportion, rhythm and pattern. Students choices for their art can be through imagination and working from inspiration which are available through their google classroom links and visuals in the room. Students' art is displayed in the halls, during the winter concert and in June during Middle School arts night. Students are encouraged to express themselves positively and develop self-confidence. They are also expected to treat each other and the supplies with respect.

### **Learning Outcomes**

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

- Apply knowledge of balance, emphasis, unity, contrast, proportion, variety, rhythm and pattern and identify the use of these principles in their own work and that of others.
- Demonstrate drawing skills, through observational and imaginative drawing.
- Create a body of works, using a wide variety of media, including but not limited to graphite, oil pastels, colored pencil and paint.
- Use what has been introduced regarding critique and use a more advanced constructive vocabulary in developing a personal voice.
- Develop a varied intent and purpose of work in writing using art vocabulary.
- Choose specific pieces (given criteria) to be displayed for viewing purposes throughout the school community.

## **8840 GRADE 8 ART**

### **Grade 8**

#### **One Trimester or Equivalent**

This elective course is open to all students in grade eight. The course explores more advanced techniques to further develop artistic skills using the art elements and principles. Students will learn the grid method in order to practice observation skills, patience, and estimating space. Looking at their art as they create will require students to think critically, analyze and reflect. Students will learn to give feedback to their classmates by giving thoughtful suggestions of what they could do (not should!) in order to express themselves positively and develop self-confidence. Students will begin to develop confidence in creating larger pieces of art such as a mandala, a mixed media 9 square based on a theme, an acrylic painting on canvas using a

## **Learning Outcomes**

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

- Apply knowledge and understanding of the elements and principals of design and apply them to 2 and 3D work.
- Expand drawing skills, through observational and imaginative drawing, working with contour, shading and depth.
- Build a portfolio of work that represents an understanding of various media, including 2D and 3D works using more sophisticated media.
- Speak and write using constructive and sophisticated vocabulary in an informal critique setting.
- Choose specific pieces (given criteria) to be displayed for viewing purposes throughout the school community.

## **6943 GRADE 6 BEGINNING**

### **INSTRUMENTATION**

#### **Grade 6**

#### **Full year**

Beginning band class offers students the opportunity to learn to play a woodwind, brass, or percussion instrument as part of their course study. The student and the teacher will collaborate to choose one instrument from the woodwind family (flute, oboe, clarinet, saxophone, bassoon), brass instruments (trumpet, French horn, trombone, euphonium, tuba), or percussion (drum and bell kit) for the student to study for the year. Students will need to rent or purchase an instrument which can be done through local companies or trusted vendors. Please see the teacher for recommendations.

The goal of the class is to give students the fundamental skills needed to continue their development as part of the Middle School Band Program. Students will have the opportunity to perform music in various concerts throughout the year. Participation in performances outside the school is expected as part of the class. Members of the beginning band are also encouraged to seek private lessons and seek extra help to reinforce skills. The class meets during the academic school day and fulfills the student's music requirement.

## **Learning Outcomes**

Students will learn/ develop:

- Care and maintenance of their instrument.
- Fundamental techniques of tone production.
- Expressive aspects of performance such as dynamics, articulation, and phrasing.
- Fundamental rhythms.
- Music notation and music reading.
- Concert band literature in a variety of styles and difficulty.
- Sight-reading skills.
- A better understanding of world cultures, history, and other forms of art through music.
- Ability to perform alone and as part of an ensemble.

## **6944 GRADE 6 BAND**

### **Grade 6**

#### **Full year**

This elective course is open to all students in grade six who have completed one or more previous years of band instruction, or who can demonstrate equivalency at the discretion of the director. The course builds on the development of tone quality, correct posture and breath support, the fundamentals of music literacy, and appropriate rehearsal and concert techniques. Students will develop their understanding of musical elements such as phrasing, dynamic contrast, blend, style, and rhythmic accuracy. Students perform in concerts during the school year and study history, composition and technology through culturally diverse repertoire.

#### **Learning Outcomes**

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

- Demonstrate proficiency in playing scales up to three sharps and three flats with age-appropriate tone quality; demonstrate proficiency in standard rudiments (percussion only).
- Demonstrate correct posture, embouchure, breath support, and phrasing.
- Demonstrate technical progress on their instruments throughout the year.
- Read music written in standard notation.
- Play their instrument, alone and with others, and to perform a varied repertoire of music.

## **7944 GRADE 7 BAND**

### **Grade 7**

#### **Full year**

This elective course is open to all students in grades seven who have completed two or more previous years of band instruction or who can demonstrate equivalency at the discretion of the director. The course continues to develop students' understanding of foundational elements of music performance with an emphasis on phrasing, rhythmic accuracy, dynamic contrast, tone quality, and appropriate rehearsal and concert techniques. Students perform in concerts during the school year and corresponding rehearsals while studying history, composition and music technology through culturally diverse coursework.

\*Students who meet and exceed course requirements through concert performance may be invited to participate in an optional festival.

#### **Learning Outcomes**

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

- Demonstrate proficiency in playing scales up to four sharps and four flats with age-appropriate tone quality; demonstrate proficiency in standard rudiments (percussion only).
- Demonstrate correct posture, embouchure, breath support, and phrasing.
- Demonstrate technical and expressive progress on their instruments throughout the year.

- Read music written in standard notation.
- Play their instrument, alone and with others, and to perform a varied repertoire of music.
- Demonstrate competency and confidence and apply knowledge, musicianship, and ensemble experience through participation.
- Develop their self-confidence, independence, leadership, and awareness of his/her responsibility for the ensemble while participating as leaders, soloists, and team builders.

## **8944 GRADE 8 BAND**

### **Grade 8**

### **Full year**

This elective course is open to all students in grade eight who have completed three or more previous years of band instruction or who can demonstrate equivalency at the discretion of the director. The course explores advanced concepts of music performance with an emphasis on individual style, multimeter rhythmic accuracy, tone development, and appropriate rehearsal and concert techniques. The course incorporates reflection and analysis as critical components of music making. Students perform in concerts during the school year and corresponding rehearsals while studying history, composition and music technology through culturally diverse coursework. Grade eight band students are encouraged to explore leadership within the class.

\*Students who meet and exceed course requirements through concert performance may be invited to participate in an optional festival.

### **Learning Outcomes**

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

- Demonstrate proficiency in playing scales up to four sharps and four flats with age-appropriate tone quality; demonstrate proficiency in standard rudiments (percussion only).
- Demonstrate correct posture, embouchure, breath support, and phrasing.
- Demonstrate technical and expressive progress on their instruments throughout the year.
- Read music written in standard notation.
- Play their instrument, alone and with others, and to perform a varied repertoire of music.
- Demonstrate competency and confidence and apply knowledge, musicianship, and ensemble experience through participation.
- Develop their self-confidence, independence, leadership, and awareness of his/her responsibility for the ensemble while participating as leaders, soloists, and team builders.

## **6945 GRADE 6 CHORUS**

### **Grade 6**

#### **One Trimester or Equivalent**

This elective course is open to all students in grade six. The course focuses on the development of music literacy skills, vocal technique, and general musicianship skills. Students will participate in music study through active listening, composition, history and the use of music technology. Music study will include unison and beginning two-part literature for the purpose of performance and analysis through culturally diverse repertoire. Students perform, through individualized design, in concerts during the school year and corresponding rehearsals in order to express themselves positively and develop self-confidence.

#### **Learning Outcomes**

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

- Demonstrate their knowledge of skills in sight-reading, music notation, tone production, musicianship, and ability to perform their current chorus music.
- Demonstrate competency and confidence and apply knowledge, musicianship, and ensemble experience through participation.
- Develop their self-confidence, independence, leadership, and awareness of his/her responsibility for the ensemble.
- Demonstrate improvement in singing throughout the year.
- Sing, alone and with others, a varied repertoire of music.
- Read music using standard notation.
- Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages.
- Sing music written in unison, two and three parts, with and without accompaniment.

## **7945 GRADE 7 CHORUS**

### **Grade 7**

#### **One Trimester or Equivalent**

This elective course is open to all students in grade seven. The course continues the development of music literacy skills, vocal technique, and musicianship skills. Students will study choral literature within two and three-part arrangements, through the lens of history, composition and technology while employing critical thinking skills for the purpose of reflection. Students will participate, through individual design, in concerts during the school year and corresponding rehearsals in order to express themselves positively and develop self-confidence.

#### **Learning Outcomes**

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

- Demonstrate their knowledge of skills in sight-reading, music notation, tone production, musicianship, and ability to perform their current chorus music.

- Demonstrate competency and confidence and apply knowledge, musicianship, and ensemble experience through participation.
- Develop their self-confidence, independence, leadership, and awareness of his/her responsibility for the ensemble.
- Demonstrate gradual improvement in singing throughout the year.
- Sing, alone and with others, a varied repertoire of music.
- Listen to and analyze performances using content vocabulary and rubric evaluation tools.
- Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages.
- Sing music written in unison, two and three parts, with and without accompaniment
- Read music written in standard notation

## **8945 GRADE 8 CHORUS**

### **Grade 8**

#### **One Trimester or Equivalent**

This elective course is open to all students in grade eight. The course explores more advanced techniques to further develop music literacy skills, vocal technique, and musicianship skills. Students will study choral literature with greater focus on independent singing within three-part arrangements. Repertoire, through the lens of history, composition and technology, will require students to think critically, analyze and reflect. Students will participate, through individual design, in concerts during the school year and corresponding rehearsals in order to express themselves positively and develop self-confidence. Students will begin to develop leadership roles within the class to further emphasize independence of vocal parts in the musical ensemble.

### **Learning Outcomes**

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

- Demonstrate their knowledge of skills in sight-reading, music notation, tone production, musicianship, and ability to perform their current chorus music.
- Demonstrate competency and confidence and apply knowledge, musicianship, and ensemble experience through participation.
- Develop their self-confidence, independence, leadership, and awareness of his/her responsibility for the ensemble.
- Demonstrate gradual improvement in singing throughout the year.
- Sing, alone and with others, a varied repertoire of music.
- Listen to and analyze performances using content vocabulary and rubric evaluation tools.
- Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages.
- Sing music written in unison, two and three parts, with and without accompaniment
- Read music written in standard notation

## **8947 GRADE 8 MUSIC**

### **Grade 8**

### **Full year**

Students will learn techniques of listening, composing, and reading music through a variety of topics. Students will demonstrate knowledge of musical elements such as rhythm, pitch, melody, harmony and form. In addition, communication through artistic expression will be explored through original and innovative performance techniques. Students will use technology as a tool to support musical exploration. At the core of the course is the understanding that music is central to the human experience and is utilized in history, popular culture and everyday life.

### **Learning Outcomes**

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

- Demonstrate music literacy skills.
- Work as a group, gaining both self-confidence and appreciation for others.
- Solve problems using critical and creative thinking.
- Make connections with everyday life.
- Appreciate music from other cultures and historical periods.
- Build and effectively use new music vocabulary.
- Demonstrate performance skills through making music.

## **WELLNESS EDUCATION**

The Wellness course is designed to take a holistic approach to health education. The course is a combination of multiple disciplines such as consumer science, health, outdoor education and physical education. The course, at all levels, provides students with an opportunity for exploratory education. The classroom lessons will incorporate learning experiences designed to promote the development of valuable social skills such as decision-making, assertiveness, refusal skills, and respect for human differences. This is an academic exploratory course that will require students to read, write, research, and think critically. It provides each individual student with knowledge and experiences for favorably influencing attitudes and practices relating to personal, family, and community health. The course work is also designed to allow students to explore new and different forms of physical activity. Topics that will be covered, but not limited to are teamwork, communication, self-awareness, leadership, and movement/skill development. Lessons will include: project adventure, lifetime fitness activities, and physical fitness. Physical education at the middle school level challenges, encourages, and educates all students to develop knowledge, skills, and attitudes for a healthy and fit life. The course provides learning experiences in a wide variety of individual fitness activities designed to promote regular, enjoyable physical activity and to help students develop an ongoing lifetime interest in physical fitness and wellness. The goals of the course are to assist in the development of basic skill proficiency in a diverse number of activities; to assist students in learning to accept, respect, and appreciate the differences and abilities of self and others; and to develop individual appreciation for the value that physical activity has on lifelong health.

## **6640 HEALTH AND WELLNESS 6**

### **Grade 6**

#### **One Trimester or Equivalent**

Topics covered in this course will follow the wellness theme for development mentally, socially, emotionally and physically. The essential question will be “How can I keep myself healthy?” Units will include lessons on interpersonal relationships, safety and prevention, disease prevention, violence prevention with a thoughtful focus on bullying and conflict resolution and human growth and development. We discuss peer relationships and communication and address media literacy. We will begin the exploration of the latest research involving the use and abuse of tobacco, vaping, and other drugs in society.

### **Learning Outcomes**

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

- Identify ways to prevent injury and illness.
- Recognize when an emergency has occurred.
- Follow three emergency action steps in any emergency.
- Provide basic care for injury and/or sudden illness until the victim can receive professional medical help.
- Verbalize knowledge, attitudes and skills needed to abstain from tobacco use
- Identify the influence from peers and tobacco advertisements
- Demonstrate an understanding of how pervasive various forms of media are in our lives
- Demonstrate an understanding of the link between body image and the media
- Demonstrate the ability to make informed choices as consumers of media
- Verbalize the risks associated with being uninformed consumers of media
- Discuss the influence of group stereotypes with regard to gender roles, identity and self- concept
- Analyze how peer relationships affect our decision making
- Demonstrate the ability to complete timed distance runs/walks of 1, 2 and 3 miles
- Demonstrate the fundamentals of the following indoor games: Team Handball, Soccer, Basketball, Badminton, Floor Hockey, and Pillow Polo
- Demonstrate the fundamentals of the following outdoor games: Soccer, Ultimate Frisbee, Football, Softball, Tennis and Capture the Flag
- Understand and define the vocabulary associated with the activities
- Students will demonstrate the motor skills and movement patterns needed to perform a variety of physical activities involved while participating in the activities
- Identify the scoring systems, rules and expectations for competitive play and recreational play
- Understand how physical fitness is improved through participation in the activities



## **7640 HEALTH AND WELLNESS 7**

### **Grade 7**

#### **One Trimester or Equivalent**

Topics covered in the seventh-grade course include: promoting respect for human differences (gender respect, sexual harassment, relationship violence, violence in society, etc.). The foundations for this part of the course are in conjunction with the Second Step Curriculum. We will continue to explore the latest research involving the use and abuse of tobacco, vaping, alcohol and other drugs in society. First Aid and CPR/AED training through the American Heart Association will be taught.

#### **Learning Outcomes**

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

- Explain the functions of the human body systems, how the body systems work together and how they influence each other
- Describe the influence of health habits on growth and development
- Define genetics and the concept of heredity
- Distinguish fact from opinion
- Identify stereotyping, and recognize bias
- Analyze and evaluate information and make reasoned inferences
- Demonstrate the ability to complete timed distance runs/walks of 1, 2 and 3 miles
- Demonstrate the fundamentals of the following indoor games: Team Handball, Soccer, Basketball, Badminton, Floor Hockey, and Pillow Polo
- Demonstrate the fundamentals of the following outdoor games: Soccer, Ultimate Frisbee, Football, Softball, Tennis and Capture the Flag
- Understand and define the vocabulary associated with the activities
- Students will demonstrate the motor skills and movement patterns needed to perform a variety of physical activities involved while participating in the activities
- Identify the scoring systems, rules and expectations for competitive play and recreational play
- Understand how physical fitness is improved through participation in the activities

## **8640 HEALTH AND WELLNESS 8**

### **Grade 8**

#### **One Trimester or Equivalent**

Students will explore and investigate violence in our society as a result of bullying, discrimination, or any other form of hurtful behavior. The Second Step Curriculum will be used as a foundation. Students will research and discuss the harmful nature of drugs and alcohol in the American culture, particularly as they pertain to teens. Students will participate in learning experiences that assist them in developing the skills that are generally recognized as helpful in avoiding the dangers of alcohol, vaping and drug use and misuse. The following skills are emphasized: refusal skills, developing positive friendships, decision making, and coping skills. An emphasis is placed on conflict resolution, violence prevention, and contributing to a respectful school environment

(sexual harassment, teasing, bullying, etc.). Students will review the health-related topics that were addressed in the seventh-grade curriculum. The course is designed to teach students how to “eat wisely” by making educated food choices, planning healthy meals, and developing a well-balanced diet. Strategies include analyzing media messages with respect to nutrition and body image. Students begin to explore the history and study of the American diet over time. Students examine the new dietary guidelines, food safety, labeling, and will complete a personal dietary analysis. Students study the essential nutrients including: proteins, carbohydrates, fats, minerals, vitamins and water. The students will study sexuality in relation to physical development, emotions, gender, orientation, body image, ethics, and media portrayal.

### **Learning Outcomes**

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

- Analyze their dietary intake and their daily physical activity in relationship to their energy needs
- Identify the effects of food preparation techniques on the nutritional value of food
- Identify symptoms of food-borne diseases
- Identify the basic functions of nutrients
- Discuss the effects of eating disorders
- Identify Reproduction/Sexuality including physical development, emotions, and social element
- Synthesize data to draw conclusions about healthy lifestyle choices
- Analyze the effects of chemical abuse physical and mental development
- Demonstrate the ability to complete timed distance runs/walks of 1, 2 and 3 miles
- Demonstrate the fundamentals of the following indoor games: Team Handball, Soccer, Basketball, Badminton, Floor Hockey, and Pillow Polo
- Demonstrate the fundamentals of the following outdoor games: Soccer, Ultimate Frisbee, Football, Softball, Tennis and Capture the Flag
- Understand and define the vocabulary associated with the activities
- Students will demonstrate the motor skills and movement patterns needed to perform a variety of physical activities involved while participating in the activities
- Identify the scoring systems, rules and expectations for competitive play and recreational play
- Understand how physical fitness is improved through participation in the activities

## **WORLD LANGUAGE**

Studying a second language and culture is a rewarding process and skill that offers the student unique insights and perspectives when comparing the language and culture with one’s own. Students gain a competitive edge when applying to colleges and to jobs in the increasingly international workplace. World languages are an asset in fields such as: communications, medicine, law, education, government, civil service, business, banking and sports coverage.

Cultural instruction will complement grammar instruction in each unit of study. Students will learn about the people who speak the language, gain an appreciation for an entirely new way of life, and in turn, become citizens that are more tolerant and respectful of cultural differences. The target language will be used as much as possible by both the teacher and the student. Students will be required to complete homework assignments and laboratory assignments that reinforce lessons from the classroom. Students will be assessed in four main proficiency areas: reading, listening, speaking and writing.

## **6560 FRENCH 6**

### **Grade 6**

#### **Full Year**

This course is an introduction to the French language and culture. Students learn basic reading, writing, listening and speaking skills through the exploration of the language and culture of France and French speaking countries. Students are introduced to French geography, culture, customs, foods, and songs through texts, videos, films, audiotapes, games and skits. Students learn basic vocabulary and verb conjugation. They will begin to communicate using simple vocabulary and conversational patterns. This course is aligned with the Massachusetts Curriculum Frameworks.

### **Learning Outcomes**

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

- Apply reading strategies when interpreting passages about everyday events in French
- Compose original conversations and poems that demonstrate correct application of feminine and masculine articles for nouns and adjectives.
- Create and design illustrated booklets using regular and irregular verbs in the present tense about everyday events: greetings, family, friends, weather, food, sports and school.
- Explain the importance of cognate recognition when reading advertisements, stories, and simple texts.
- Synthesize research from a variety of sources to present projects on food, art and culture of French speaking countries.
- Compare and contrast French and American customs, holidays, and festivals.

## **7560 FRENCH 7**

### **Grade 7**

#### **Full Year**

This course is a continuation of French 6. Students expand their basic reading, writing, listening and speaking skills with a focus on the culture, art, and architecture of Paris. Learning is enhanced with online, authentic resources. Students expand their practical application of the four skills, along with increased knowledge of grammar, pronouns, thematic vocabulary, verb conjugation and syntax. This course is aligned with the Massachusetts Curriculum Frameworks.

## **Learning Outcomes**

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

- Create and present skits that expand on the thematic vocabulary presented in the sixth grade.
- Compose paragraph length journal entries and create cartoon strips on the following themes: sports, music, clothing, holidays, travel and weather
- Demonstrate proficiency in using grammar to enhance spoken and written communication: near future, imperative tenses for verbs, regular -ir, -re verbs and irregular verbs.
- Apply correct use of possessive and demonstrative adjectives, and direct and indirect pronouns in speaking and writing. Agreement in gender, number with articles, nouns, and adjectives will also be demonstrated.
- Explain the importance of French accents.
- Interpret authentic texts and paraphrase main ideas
- Compare and contrast cultural sites in Paris with a focus on art and architecture.
- Synthesize research of Haiti from a variety of authentic sources and design a brochure or a radio advertisement on Haitian history and culture.

## **8560 FRENCH 8**

### **Grade 8**

### **Full Year**

After a comprehensive review of the vocabulary and grammatical structures learned in grade seven, students will enjoy a cultural focus on art, architecture, and the medieval history of France presented in the target language. Authentic audio and video resources, songs, fables and podcasts increase ease in comprehending native speakers of the French language. Skits, creative art and iPad projects will foster a practical and engaging learning environment for self-expression. This course is aligned with the Massachusetts Curriculum Frameworks.

## **Learning Outcomes**

Upon completion of this course students will be able to:

- Compose conversations and 100-word paragraphs and journal entries on food, health, body, the city, computers and technology themes.
- Analyze and discuss specific people from the French Middle Ages.
- Synthesize research from a variety of sources and present information on French speaking countries in Africa.
- Compare and contrast aspects of French and American language and culture
- Create and illustrate an original fable storybook applying correct use of the passé composé and the imparfait.
- Interpret fables by applying reading strategies.
- Locate and describe French regions with a focus on food and culture
- Design and present skits about daily routines and household chores.
- Design recipes applying correct use of the metric system for expressions of

- quantity.
- Create skits and dialogues on the themes health, common illnesses, and personal care.
  - Express personal opinions and emotions
  - Demonstrate proficiency in applying the following grammar in context: new irregular and reciprocal verbs in present and past tenses, pronouns *y* and *en*, reflexive verbs, new idioms, direct and indirect object pronouns, expressions of time, introduction to the imperfect tense
  - Critique important historical medieval people (integrating with the social studies frameworks for grade 8).
  - Synthesize research from a variety of sources through creative use of technology with a focus on the cultural sites of Paris.

## **6550 SPANISH 6**

### **Grade 6**

### **Full Year**

This course is an introduction to the study of the Spanish language and culture. Students will gain basic reading, writing, listening and speaking skills through the exploration of the language and culture of Spain, Mexico, Central and South America. Students are introduced to Hispanic geography, culture, customs, foods, and songs through texts, videos, films, games and skits. Students learn basic vocabulary and verb conjugation. They will begin to communicate using simple vocabulary and conversational patterns. The study of culture is integrated into each unit of study. Grammar is not an end in itself but a means for successful communication in Spanish. This course is aligned with the Massachusetts Curriculum Frameworks.

### **Learning Outcomes**

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

- Comprehend, converse, read and write about everyday events: greetings, expressing likes and dislikes, hobbies, sports, family, friends, weather, food, sports and school activities.
- Demonstrate proficiency in the use of Spanish grammar concepts in context including feminine and masculine nouns, articles, and adjectives as well as conjugate regular and irregular verbs in the present tense.
- Interpret authentic text such as advertisements, poems and songs through use of cognates and reading strategies.
- Apply simple Spanish idiomatic expressions in written and oral expression.
- Synthesize research from a variety of sources to present projects on cultural traditions and celebrations such as the Day of the Dead and Cinco de Mayo.

## **7550 SPANISH 7**

### **Grade 7**

### **Full Year**

Students will begin their year with a comprehensive review of sixth grade structures. Students will learn to express their likes and dislikes and describe themselves with greater detail. A focus on grammar includes: subject/verb agreement, the immediate future, the irregular verbs, possessive adjectives, demonstrative adjectives, direct and indirect object pronouns, and the regular preterit tense. The grammatical focus is on communication and is culturally rich.

The study of culture will be incorporated into each unit of study. Students will have the opportunity to compare and contrast the following themes from the Hispanic and American perspective: friendship, school, food, sports and leisure activities, family, chores, vacations, clothing, the use of technology and protecting the environment. This course is aligned with the Massachusetts Curriculum Frameworks.

### **Learning Outcomes**

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

- Comprehend, converse, read and write about themes of family celebrations, food, describing bedroom items and use of technology, clothes shopping and prices, movies and cinema, volunteer work and ways to protect the environment.
- Compare and contrast the products and perspectives of the cultures studied
- Express likes and dislikes and give opinions when describing food, clothing and weekend activities
- Create skits and compose conversations that apply thematic vocabulary.
- Demonstrate proficiency in correct grammar use in speaking and writing using the present, progressive and past tenses within context. Correct use of possessive and demonstrative adjectives, direct and indirect pronouns and agreement in gender and number with articles, nouns, and adjectives will be practiced to increase mastery of these structures.
- Identify contextualized words, phrases and cognates when reading.
- Initiate, maintain and close conversations on common themes.
- Demonstrate listening skills by recognizing high frequency words during lab activities, as well as understand basic questions and dialogues.
- Communicate memorized phrases within common contexts at a sentence level.
- Exhibit a high degree of accuracy when writing about well- practiced familiar topics.
- Demonstrate effective communication by writing paragraphs in past, present and progressive tenses.

## **8550 SPANISH 8**

### **Grade 8**

### **Full Year**

There will be an intensive review of grade seven structures. Students will continue to build their Spanish vocabulary. Grammar instruction will continue as students learn the following concepts in greater detail: irregular present tense verbs, stem-changing verbs, the preterit tense, direct and indirect object pronouns, the concept of the personal “a,” possessive adjectives, prepositions, comparative and superlative statements, and imperative statements. The focus on grammar is communicative and culturally rich.

The study of culture will be incorporated into each unit of study. Students will have the opportunity to compare and contrast the following concepts from an American and Hispanic perspective: television, cinema, classroom rules and extracurricular activities, preparing for special events, shopping, and remembering one’s early years.

### **Learning Outcomes**

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

- Demonstrate proficiency when writing about familiar contexts such as train schedules, road maps, menus, and street signs.
- Understand native speakers during speech samples regarding basic personal and social contexts using authentic online podcasts and the audio program that accompanies the textbook.
- Compose messages, lists, postcards, and notes on familiar topics combining the specific categories of vocabulary and grammar taught thematically in the class.
- Demonstrate proficient interpersonal communication by responding to simple, direct questions or requests and ask a few formulaic questions, as well as respond using learned phrases and structures.
- Create journal entries of 150 words or more on a variety of familiar topics.
- Demonstrate comprehension of short narratives and dialogues by native speakers by answering oral questions.
- Read and understand authentic text such as glossed stories and cultural events and song lyrics using online resources.
- Compare and contrast nursery rhymes and childhood games in Spain and the United States.
- Hypothesize how life experiences affect one’s world view.
- Synthesize research from a variety of sources to present, compare and contrast Hispanic and American culture and customs.

# **SPECIAL EDUCATION PROGRAMS AND SERVICE**

## **Special Education Programs and Services**

Special education programs and services in Cohasset are designed to meet the specific needs of students with disabilities in the least restrictive setting. 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 inside or 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 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.

## **Co-Taught Classrooms**

Cohasset Middle School has co-taught English and mathematics for selected 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classrooms for special education students with various mild to moderate disabilities. Co-teaching is an educational approach in which two teachers, a general education teacher and a special education teacher, share responsibility for planning lessons, delivering instruction, and assessing a group of general and special education students within an inclusion setting. It is a way for students to learn from two equally qualified teachers who bring different areas of expertise to the classroom. Consideration for co-taught classrooms will be given to the learning styles of the students in accordance with their individual needs.

## **Student Strategies for Learning**

The Student Strategies for Learning classes at Cohasset Middle School are designed to provide a range of services to special education students with various mild to moderate disabilities. Learning Centers include, but are not limited, to direct instruction in reading, mathematics, and written language. Students are provided with academic support and



assistance in developing organizational, executive function, and study skills. Small group and individualized instruction are used to assist students in achieving individual IEP goals. Special education teachers consult general education teachers and parents. Special Education teachers also assist in the development and implementation of modifications and accommodations in accordance with the IEP.

### **Language Based Program**

The Comprehensive Language Program serves special education students of average cognitive abilities with specific learning disabilities in one or more of the basic perceptual processes involved in understanding or using written or spoken language. A certified special education teacher provides the instruction for these specialized English classes. Instruction and information are presented in a highly structured, organized manner, using oral and visual methods to support comprehension development and to emphasize key concepts and main ideas. Students in this program also participate in a skills support class, where reading, writing, spelling, oral language, strategies are explicitly taught and reinforced across the curriculum domains to facilitate continuity, generalization, and internalization. Mathematics may also be instructed within the special education program. Students typically attend general education classes for all other content areas, with additional support.

### **Intermediate Learning Center (ILC)**

The ILC Program provides services to special education students with cognitive and/or developmental impairments with associated 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 mathematical calculations. Other supported areas include development of social skills, and reinforcement of classroom expectations. Instruction is specially designed to meet the needs of the students within a highly structured, small group setting. Reading, writing, spelling and oral language strategies are explicitly taught in special education settings and connected across the curriculum to facilitate continuity, generalization, and internalization. They are included in general education classes for other content areas such as social studies and science, with curriculum materials modified to meet their personal needs. Students in the program participate in MCAS either through the standard assessment with accommodations or through an alternate assessment.

### **Special Education Services**

Related services are provided when the special education Team deems them necessary 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.

### **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.

### **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 preschool 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