

## PROGRAM OF STUDIES 2012-2013

Middle School Information.....	2
High School Information.....	4
Art.....	10
Business & Technology.....	11
English/Drama.....	13
Family & Consumer Sciences.....	21
Foreign Language.....	23
Industrial Technology.....	30
Library/Media.....	32
Mathematics.....	33
Mission and Expectations for Student Learning.....	4
Music.....	38
Physical Education and Health.....	40
Student Facilitator, Peace Keepers.....	43
Reading.....	43
Science.....	44
Senior Project.....	9
Social Studies.....	47
Student Services in Special Education.....	50
and English Language Education	

### MESSAGE TO PARENTS AND STUDENTS

Choosing secondary school courses is a major decision for all students. This selection of courses should be a cooperative effort involving the students, parents, counselors, teachers, and administrators. All must participate in order to develop programs that will take into account the student's interests, achievements, academic ability, and career goals. Please read the information in this *Program of Studies* carefully when selecting next year's courses. This should ensure a smooth start to the school year in September.

At both Hingham Middle School and Hingham High School, the course selection process begins with the presentation of the *Program of Studies*. For leveled classes teachers will make recommendations for appropriate placement. After viewing their teachers' recommendations, students and parents will electronically submit course requests. Parental input and approval of the choices are important. Following the submission, students will meet individually with their counselors to review and finalize their course requests. Late in the spring, we will send home a course-verification sheet. Parents should check that sheet to see that the courses and levels are correct. If a change is requested, it is important to contact your students' counselors promptly. This is the last opportunity parents and students have to make changes that the school can reasonably be assured of honoring.

The ADMINISTRATION reserves the right to withdraw a course offering if a reasonable number of students do not elect the course or if staffing is not available. When a course is oversubscribed, priority for enrollment will be given to seniors, then juniors, then sophomores, etc. Students who are unable to be enrolled in a course will be offered alternative courses, if such courses are available. **While we hope to offer as many of the courses in this Program of Studies as possible, the actual course offerings will depend on budget and staffing.**

**We build the entire schedule and assign faculty based on information we receive from students and parents in the winter and spring about course choices. Usually we can accommodate changes that are submitted during the spring. However, requests for changes after that time will only be honored after school personnel have carefully considered the reasons for the proposed changes and only if space and resources are available. Requests for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in a class with friends are inappropriate reasons for a schedule change and will not be honored.** This policy has been developed to prevent staffing, scheduling, and teaching and learning problems that result from late schedule changes. Once the school year has begun, schedule conflicts, oversubscription, and other factors may make certain courses unavailable. *We cannot stress enough the importance of carefully considering and selecting courses in the spring.* Avoid schedule problems in the summer and fall by making wise, thoughtful choices now. 1

NO PERSON SHALL BE DISCRIMINATED AGAINST OR DENIED THE ADVANTAGES OFFERED BY THE HINGHAM PUBLIC SCHOOLS ON ACCOUNT OF RACE, COLOR, SEX, SEXUAL ORIENTATION, RELIGION, NATIONAL ORIGIN, OR HANDICAP.

## **HINGHAM PUBLIC SCHOOLS**

### **CORE BELIEFS**

FULFILLMENT OF INDIVIDUAL POTENTIAL

RESPECT FOR SELF AND OTHERS

CIVIC RESPONSIBILITY

COMMITMENT TO LIFE-LONG LEARNING

SERVICE TO OTHERS

### **MISSION**

The mission of the HPS is to provide challenging and comprehensive educational programs in a safe and supportive environment, enabling all students to develop the knowledge and skills necessary for success as local and global citizens.

In partnership with families and the community, the HPS strives to develop in students:

- academic excellence, including content knowledge, communication skills, critical thinking skills, and problem solving capacity
- habits of physical and emotional well-being, including a spirit of self-worth, resiliency, and adaptability
- personal responsibility, integrity, and active citizenship
- responsibility for the environment
- skillful and responsible use of technology
- respect for the diverse views and backgrounds of others
- collaborative engagement as a means of both learning and problem solving
- intellectual curiosity that motivates future learning
- creative expression through the fine, performing, and applied arts

## **HINGHAM MIDDLE SCHOOL MISSION STATEMENT**

Hingham Middle School must provide all children with a positive learning atmosphere which offers students an opportunity to be challenged to their utmost ability, fosters understanding between diverse people, promotes services to others, and instills a feeling of self worth. Contributions from all members of the Hingham Middle School community are necessary and welcome.

### **Courses**

**Grade 6**      *Language arts, mathematics, science, social studies, and physical education*

Sixth graders also take art, *DARE*, foreign language, *Second Step*, and the following required enrichment classes: English, math, study skills and presentation arts. They must also elect to participate in one of the following music offerings: band, chorus, orchestra, or general music. General music in sixth grade is a music appreciation course designed to provide an overview of many different styles and genres of music. Topics include music from various historical periods and cultures, basic theory, musical analysis and research skills, singing, playing instruments, and composition. Methods of instruction

employed include singing, performing/dancing, research, listening, analyzing, worksheets, group activities, and individual work. Students are assessed using written tests, research reports, projects, participation, homework, and performance/singing. Alterations to a schedule may be made based on a student's Individualized Education Program.

**Grade 7 & 8**     *English, mathematics, science, social studies, physical education/health (Foreign language is strongly recommended for all students).*

In addition to the required courses above, students will also select full-year electives. Based on a four-day, 28 block cycle, each student in grades 7 - 8 is scheduled for a minimum of 26 instructional blocks.

### **Retention Policy**

For seventh and eighth graders who fail English or mathematics for the school year, it is recommended that they attend a summer school program in that subject. Seventh and eighth graders who fail both English and mathematics will be required to attend summer school programs in both disciplines. Seventh and eighth graders who fail three of the four core subjects for the school year (English, mathematics, science, social studies) will also be required to repeat the grade. The principal reserves the right to explore appropriate alternatives in individual student cases.

### **Levels and Groupings (7 - 8)**

Where levels exist, classes tend to be homogeneous in terms of student ability and achievement levels in the subject. Students are assigned to levels on the basis of ability and past achievement. In most elective areas, the enrollment tends to be heterogeneous (i.e., students in those classes have a wider range of abilities and achievement levels). In a course where levels exist, the level is stated with the course title.

**Level 2**            Advanced courses are available for students capable and desirous of a high level of academic challenge. These courses involve extension and acceleration and require self motivation and the ability to do independent work.

**Level 3**            These courses require a strong commitment to high academic standards, and daily completion of extensive homework is expected.

**Level 4**            Standard courses are available for students who wish to strengthen fundamentals.

## **General Information**

**Attendance:** The middle school keeps a record of attendance for each class.

**Homework:** While some homework may be completed in directed study periods, out-of-school time must be spent on homework to derive maximum benefit from the academic program. The amount of homework assigned for subjects that meet four times during the cycle should be approximately twenty to thirty minutes per night. Middle school students should expect to spend between one and a half to two hours per night on homework.

**Performance Reports:** The middle school provides a formal report four times a year in the form of a report card. The purpose of this report is to provide a summary of assessments made by teachers so that the degree of progress may be judged. In addition, teachers, counselors, or administrators may provide additional information on performance through letters, forms, individual progress reports, telephone calls, e-mails, or parent conferences.

**Formal Records:** A temporary file is maintained on each student. This file is maintained by the School Counseling Department and may be reviewed by a student or parent upon request. This file contains all school information collected during earlier school years (report cards, transfer reports, test summaries, etc.). In addition, the administration maintains a permanent student record of courses taken and grades received.

## HINGHAM HIGH SCHOOL MISSION STATEMENT

The mission of Hingham High School is to graduate students with the academic, civic, social, and personal skills necessary to become productive, responsible members of a democratic and ever-changing global society. With the support and involvement of the community, Hingham High School will engage all students in a challenging, well-balanced educational program complemented by co-curricular activities.

### Expectations for Student Learning

All Hingham High graduates will

- 1. Read purposefully**
  - Read with an accurate understanding of content and literal meaning
  - Read with an understanding of the distinction between fact and opinion
  - Read with the ability to analyze figurative language, implied meaning, and tone
- 2. Write effectively**
  - Write with appropriate expression and structure
  - Write with attention to the conventions of grammar, usage, and vocabulary
  - Use writing as a means of self-expression
- 3. Communicate effectively**
  - Speak clearly and confidently in an oral presentation
  - Listen critically and accurately to spoken messages
  - Acquire communication skills in a second language
  - Explore and express ideas through the arts
  - Use a variety of media to communicate ideas and information
- 4. Identify, analyze, and solve problems**
  - Use logic and deductive and inductive reasoning to solve problems
  - Demonstrate the ability to use technology
  - Access and evaluate information
  - Use a range of resources to conduct research
- 5. Demonstrate self-respect and respect for others**
  - Develop healthful habits for physical, social, and emotional well being
  - Exhibit positive verbal and nonverbal behavior
  - Maintain a good conduct record
  - Display academic integrity
  - Develop understanding of individual differences and global perspectives
- 6. Work both independently and cooperatively with others**
  - Be involved in school and/or community extra-curricular activities
  - Attend school
  - Demonstrate awareness of academic responsibilities
  - Be tolerant of others' opinions and points of view
  - Participate constructively in group activities
- 7. Fulfill their responsibilities and exercise their rights as members of local and global communities**
  - Abide by the Rules of the Road
  - Support student-sponsored activities that respond to the needs of others
  - Register to vote when eligible
  - Participate in community decisions
  - Demonstrate knowledge of civics education through the study of United States history, the democratic process, and shared civic values
  - Acquire knowledge of diverse cultures

### GENERAL INFORMATION

The Program of Studies is intended to give parents and students information which will help to

- ◆ increase understanding about what the schools offer
- ◆ develop an awareness of the programs and resources that are available
- ◆ increase understanding of how to make decisions about these resources and indicate who is available for consultation

- ◆ clarify basic requirements for planning and scheduling a program and for becoming eligible for graduation
- ◆ describe what can be done if a problem develops with a program
- ◆ identify the various record systems of the school: attendance, formal records, and reports of performance.

**Course Load** - Each student in grades 9-12 must carry a minimum of 30 credits. Seniors carrying three or more Advanced Placement courses are required to carry a minimum of 20 credits. Massachusetts “Time & Learning” guidelines require that all students be scheduled for 990 hours of instructional time annually; therefore, students who enroll in fewer than 35 credits of coursework will be assigned to a directed study to complete their “instructional time” requirements. The purpose of directed study is for students to work on curriculum-related materials under the supervision of a teacher. It is expected that students will use the opportunity to work on any unfinished class work and strengthen their understanding of academic knowledge. Directed studies are held in classrooms under the direction of a licensed teacher.

**Credits** - To receive a Hingham High School diploma, all students must earn 110 credits; pass the MCAS in English/Language Arts, Mathematics, and one science area; and complete all other requirements. Credits are earned at the completion of a course.

**Distribution Requirements** - In addition to general course load requirements noted above, there are certain required course credits that must be earned in grades 9-12. Certain distribution requirements must be fulfilled for graduation. All students must *earn* at least the following credits:

20 credits in English	15 credits in math
15 credits in science	15 credits in social studies (must include US History)
10 credits in the same foreign language	5 credits in physical education
2.5 credits in fine or applied arts	2.5 credits in computer (or pass a proficiency exam).

Only credits earned in grades 9-12 may be applied to graduation requirements. In order to participate in graduation, **ALL** requirements must be met. (Cases of foreign-exchange students will be handled individually.)

The following are high school graduation requirements by grade:

Grade 9 English I, physical education/health	Grade 11 English III, US History, physical education/health
Grade 10 English II, physical education/health*	Grade 12 English IV, physical education/health*

\*All high school students must participate in physical education and health every year. In grades 9 and 10, all students are required to complete a semester course in physical education and health. Juniors and seniors have a variety of options by which they may complete the physical education requirement. See the Physical Education section of this program for details.

**Homework** is assigned according to the type and level of the academic program. While some homework may be completed in study periods, out-of-school time must be spent on homework to derive maximum benefit from the academic program. The amount of homework assigned for subjects that meet six times during the cycle should be approximately thirty minutes per night. Thus high school students should expect to spend between two and three hours per night on homework. This does not pertain to advanced placement courses.

Depending upon staff availability, **independent study options** may be available. Students electing this option will pursue independent study and/or research on a topic of their choosing in an assigned classroom. They must work under the direction of a staff member knowledgeable in their chosen area who will assist them in developing the focus and requirements of their study. Students will be assigned to this teacher and his or her classroom for the independent study period. The hours for independent study will be same as the hours for an equivalent course. Attendance will be taken daily. Student progress will be monitored and assessed by this advisor. The high school principal will have final approval of all independent study programs including the determination of the number credits to be awarded.

**Levels and Groupings (9-12)** - It is important to understand how courses in certain departments are organized. Where levels exist, classes tend to be more homogeneous in terms of student ability and achievement levels in the subject. Students are assigned to levels on the basis of ability and past achievement. In most elective areas, the enrollment tends to be more heterogeneous, i.e., students in those classes have a wider range of abilities and achievement levels. In a course where levels exist, the level is stated with the course title. General descriptors are listed below.

- Level 1 Advanced Placement courses are recommended for students who have demonstrated exceptional academic achievement. These courses involve considerable enrichment and acceleration as well as extensive homework. Summer reading and/or project requirements are an integral part of each course. To receive AP credits, the AP exam must be taken; a fee is required for each examination.
- Level 2 Advanced courses are available for students capable and desirous of a high level of academic challenge. These courses involve extension and acceleration and require self motivation and the ability to do independent work.
- Level 3 Level 3 courses will prepare students for all colleges and universities except those listed in *Barron's Profiles of American Colleges* as most competitive. These courses require a strong commitment to high academic standards, and daily completion of extensive homework is expected.
- Level 4 Standard courses are available for students who wish to strengthen fundamentals required for junior college, business or specialized schools, and employment.

At Hingham High, **the procedures for changing levels and withdrawing or entering a course** are as follows:

- Level changes may not occur after the first five weeks of any term.
- No level changes nor course withdrawals may occur without teacher input and department head approval.
- All level changes will require a discussion involving the student, parent, teacher, counselor, and department chair. Parents must provide written approval for changes.
- If a level change does occur, the grade received in the prior level will be adjusted up or down by ten points for the purposes of calculating the student's GPA.
- No new course may be added to a student's schedule after the first two weeks of either semester without the permission of the principal.

### **Grade Point Average**

- Hingham High School does not rank students and does not provide colleges or universities with class rank information.
- Designations of class valedictorian and class salutatorian will be awarded to the two seniors with the highest grade point averages. Students who are not enrolled at HHS for the final four consecutive semesters of high school (all of junior and senior year) will not be considered for these designations. Class valedictorian and class salutatorian will be selected after the seniors' final grades have been established.
- Hingham High School uses a 4.0 weighted GPA(Grade Point Average). GPA is calculated for all students who enter Hingham High School prior to their senior year. Grades from previous schools will be included in the GPA. All leveled courses are included in the calculation of GPA.

<u>Mark</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
A+	4.666	4.166	3.666	3.166
A	4.5	4.0	3.5	3.0
A-	4.333	3.833	3.333	2.833
B+	4.166	3.666	3.166	2.666
B	4.0	3.5	3.0	2.5
B-	3.833	3.333	2.833	2.333
C+	3.666	3.166	2.666	2.166
C	3.5	3.0	2.5	2.0
C-	3.333	2.833	2.333	1.833
D+	3.166	2.666	2.1666	1.666
D	3.0	2.5	2.0	1.5
D-	2.833	2.333	1.833	1.333
F	0.0	0.0	0.0	0.0

**Developing a Schedule** - Schedule a program with the present AND the future in mind. Make all decisions carefully and take advantage of all available assistance. Counseling services are provided for all students and parents to consider the vocational and personal interests of each student as well as to help in the student's educational placement. Individual conferences are scheduled, as well as small and large group meetings. The Counseling Department also offers other services: testing, evaluation, dissemination of occupational and vocational information, orientation programs, conferences, and referrals to other agencies. The Counseling Office at the high school includes a Career Center which contains information useful in career planning. The material is for the use of students and their parents; counselors are available to assist. The Career Center has pamphlets, books, occupational information, college videos, and computer terminals for career, college, and scholarship searches.

Students who are interested in a **vocational program** should discuss this matter with their school counselors. The Hingham secondary schools offer a number of vocationally-oriented courses; however, spaces in vocational programs outside of Hingham are available only on a limited basis. Parents are asked to give written notification by December 1 of their child's intent to enroll in a vocational school for the next school year.

**Scheduling Guidelines** - To assist students in planning programs, we offer the following guidelines. These are broad guidelines. Specific schools have specific requirements, and these may be obtained by looking at college catalogs. It is strongly recommended that each student's program include an applied arts experience (Business/Technology, Family & Consumer Sciences, Industrial Technology) and a fine arts experience (Art, Music, Drama).

The preparation for THE MOST COMPETITIVE COLLEGES should include level two and Advanced Placement courses. Planning for these courses must begin with the selection of courses for grades 7-11.

If a student is planning to go to a **four-year liberal arts college**, consider electing

- Four (4) years of English
- Three-four (3-4) years of mathematics
- Two-four (2-4) years of foreign language
- Three-four (3-4) years of science
- Three-four (3-4) years of social studies (U.S. History is required).

If a student is planning to go to a **science or an engineering college**, consider electing

- Four (4) years of English
- Four (4) years of mathematics
- Three-four (3-4) years of science (including biology, physics, and chemistry)
- Two-three (2-3) years of foreign language.

If a student is planning to pursue a **a major in business administration or information technology**, consider electing

- Four (4) years of English
- Three (3) years of mathematics
- Three (3) years of science
- Three (3) years of social studies (U.S. History is required).
- The full range of courses offered in the Business/Technology Department.

If a student is planning to take a diploma or associate degree program in **nursing**, consider electing

- Four (4) years of English
- Three-four (3-4) years of mathematics (including algebra)
- Two-four (2-4) years of science (including biology and chemistry or anatomy & physiology)
- Two-three (2-3) years of social studies (US History is required).
- Two (2) years of foreign language.

If a student is planning to enter the fine arts, homemaking field, or the trades, in addition to the required subjects, consider electing as many courses as possible in the field of specialization.

**DUAL ENROLLMENT POLICY** - Students at Hingham High School may be eligible to participate in the Commonwealth Dual Enrollment Program sponsored by the Massachusetts Department of Elementary and Secondary Education. Students who meet the requirements can take courses in any of the state's colleges and universities. Hingham High School's policy for participation in the Dual Enrollment Program is as follows:

1. Students must maintain at least a B average (3.0 state requirement on a 4.0 scale).
2. Students may take courses under the following conditions:
  - The college course must be an extension of courses offered at Hingham High School in a specific academic area that has been exhausted by the student at Hingham High.
  - The college course is not offered at Hingham High School.
  - The college course does not interfere with or take precedence over the student's high school academic program.
  - The student's family takes full responsibility for the student's transportation to and from the state college.
  - The student receives the recommendation of his/her high school counselor and principal for participation in the Dual Enrollment Program.
  - The student meets all of the deadlines for submitting registration materials to both the high school and college.
  - Upon review of the student's transcript and recommendations, the Department of Elementary and Secondary Education approves the student's participation in the Dual Enrollment Program.
3. Students who successfully complete a course at the college level will receive both high school and college credit. The course, the grade, and the institution where the course was taken will be recorded on the student's high school transcript.
4. Students may not take more than two courses per semester at any state college or university without prior approval.

**Harvard Extension School - Lowell Scholarships.** Hingham High School students may be eligible to participate in the Harvard Extension School's Lowell Scholarship Program. This program is open to qualified high school students, teachers, counselors, and administrators in the Greater Boston area. These scholarships offer reduced tuition for courses taken for credit in the arts and sciences. The Extension School website is <http://www.dce.harvard.edu/extension>.

Lowell Scholars may apply the Lowell scholarship toward any 4-unit course in the catalogue (for which they have the prerequisites) except language and limited enrollment courses. All Lowell Scholars who plan to take a math course must take the math placement test before registering and must enroll as placed. Information about courses, registration, payment, and academic policy are in the Harvard Extension Catalogue. Scholarship funds are limited so early application is encouraged.

Hingham High School's policy for participation in the Harvard Extension School's Lowell Scholarship Program is as follows:

1. Students must be enrolled in the 11th or 12th grade.
2. Students must maintain at least a B average.
3. Students may take courses under the following conditions:
  - The college course must be an extension of courses offered at Hingham High in a specific academic area that has been exhausted by the student at HHS.
  - The college course is not offered at Hingham High School.
  - The college course does not interfere with or take precedence over the student's HHS academic program.
  - The student's family takes full responsibility for the student's transportation to and from the Harvard Extension School.
  - The parent or guardian submits a letter of approval to the high school counselor.
  - The student receives the recommendation of his/her high school counselor and principal for participation
  - The student meets all of the deadlines for submitting registration materials to both the high school and Harvard Extension School.

4. Students who successfully complete a course at the college level will receive both high school and college credit. The course, the grade, and the institution where the course was taken will be recorded on the student's high school transcript.
5. Students may not take more than two courses per semester at any state college or university without prior approval.

### **Other Courses**

For enrichment and/or remedial courses taken at the college level, the number of credits and the level of the course will be determined by the principal. Courses taken other than for the purposes of making up a failing grade will not be included in a student's GPA. All courses taken outside of Hingham High School including but not limited to summer school or on-line classes must be approved in advance by the principal.

Under certain circumstances and with prior approval by the principal, credits toward graduation may be earned at other approved institutions. For a student who has failed a course, no more than fifteen credits may be earned from an approved summer school program during a student's high school career.

### **Senior Project**

The Senior Project is a program in which qualified seniors spend fourth term working on a substantive project of their own design for four or more hours daily. This program will allow the student to explore a personal or academic interest in a more comprehensive, meaningful context. Such explorations might involve a possible career choice, a special talent, or a community service project. Projects should be conceived and carried out on an individual basis. However, team projects may be considered if written evidence is provided.

In order to qualify for the Senior Project Program students must meet three criteria.

1. Candidates for this program must be passing for the year both at the application deadline and at the end of term three. Students whose average falls below a C by the start of fourth term will be ineligible to participate in the program.
2. Candidates must be deemed responsible based on attendance (including class cuts, absences, and tardies) and school behavior.
3. Selection will be based on the student's application and the quality of the proposal. Proposals will be reviewed and selected by the Senior Project Committee, which is composed of a number of faculty and staff from a variety of departments.

Please contact Mrs. Henriksen ([jhenriksen@hinghamschools.com](mailto:jhenriksen@hinghamschools.com) /781-741-1560 ex. 2970), the Senior Project Committee coordinator, if you should need any additional information.

### **School Records**

The systems concerning **attendance, report cards, and formal records** areas are as follows:

Attendance: The schools keep a record of attendance for each course. Course credit is related to attendance. Excessive or unexcused absence (class cuts) can result in a reduction of the credit awarded for a given course.

Performance Reports: The secondary schools provide a formal report four times a year in the form of a report card. The purpose of this report is to provide a summary of assessments made by teachers so that the degree of progress may be judged. In addition, teachers, counselors, or administrators may provide additional information on performance through letters, progress report forms, individual progress reports, telephone calls, or parent conferences.

Formal Records: A temporary file is maintained on each student. This file is maintained by the School Counseling Department and may be reviewed by a student or parent upon request. This file contains all school information collected during earlier school years (report cards, transfer reports, test summaries). In addition, the administration maintains a permanent student record of courses taken, grades received, and credits earned.

## ART

The teachers of Fine Arts in Hingham hold that

- ◆ An art experience is a highly personal and unique interaction involving the student and the art object
- ◆ Direct experience involving the use of media is essential for any complete understanding of art
- ◆ While standards of art performance are desirable, they are relative to the individual student's capacity to perform
- ◆ Students contemplating extended involvement in art and/or pursuit of a career in art should begin art electives as early as possible.

All courses in this department address Student Learning Expectations 3, 4, and 6.

### 900M ART 7 - Grade 7 - 2 periods

This course is designed to continue interest and develop new awareness in art from the sixth grade level. Introductory Art introduces and develops skills in perspective, design, and composition. Experimentation with media and techniques are achieved through drawing, painting, graphics, and crafts. Art history is also discussed in conjunction with specific units.

### 901M ART 8 - Grade 8 -2 periods

This course is an exploratory course designed to introduce students to a variety of art experiences while further developing skills and theories taught in Introductory Art. Students will be introduced to new materials and given opportunities to pursue their own interest in the production of two- and three-dimensional art.

## HIGH SCHOOL COURSE FLOW CHART

### CERAMICS & SCULPTURE I



CERAMICS & SCULPTURE II  
and/or  
WHEEL THROWING

### TWO DIMENSIONAL FOUNDATIONS



DRAWING & PAINTING I



DRAWING & PAINTING II



PORTFOLIO/Extended Study

### 910 TWO DIMENSIONAL FOUNDATIONS

Grades 9-12 - 2.5 credits

This course introduces students to the fundamentals of the two dimensional visual arts in a studio environment. Basic skills of perspective, basic shapes, and design are explored using a variety of media including pencil, colored pencil, and tempera paint. Basic print making techniques will be explored.

### 921 DRAWING & PAINTING II

Grades 11 & 12 - 2.5 credits

Prereq. – B+ or better in Drawing & Painting I recommended or permission of the instructor

This course is a continuation of Drawing & Painting I with emphasis on lineal depth, composition, and individual design. Colored pencils, pastels, and acrylic paints are used in the production of original art. Students are introduced to new techniques while incorporating concepts taught in Drawing & Painting I.

### 920 DRAWING & PAINTING I

Grades 10-12 - 2.5 credits

Prereq. – Successful completion of Two D Foundations

This course develops technical skills while encouraging creative solutions to design problems. Properties of light and their relative values, color, and application are emphasized. Materials used include pen and ink, charcoal, pastels, tempera, and acrylic paints.

### 930 CERAMICS & SCULPTURE I

Grades 9 - 12 - 2.5 credits

Ceramics & Sculpture I explores three-dimensional form in the three basic hand-building techniques of coil, slab, and sculpture. Emphasis is placed on design, construction, and the finish of each project.

### 931 CERAMICS & SCULPTURE II

Grades 9- 12 - 2.5 credits

Prereq. - Successful completion of Ceramics I

Building on the skills and techniques covered in Ceramics I, this course will provide students the opportunity to work on a larger scale. Time will be provided for the production of personal ideas and the solving of design problems. Course may be repeated for full credit with instructor's approval.

### 932 WHEEL THROWING

Grades 9- 12 - 2.5 credits

This course will introduce students to the potter's wheel. Students will learn techniques in centering, pulling, shaping, and designing wheel-thrown pieces. This course may be repeated for full credit with instructor's approval.

### 933 PORTFOLIO PREPARATION

Grade 12 - 5 credits

Prereq. – B+ or better in three art courses including Drawing and Painting I and II; recommended or permission of the instructor

This course provides an opportunity for seniors wishing to enter an art school or college art program to finalize their portfolios. Specific assignments are given in conjunction with individualized help and consultation.



## BUSINESS & TECHNOLOGY

Students are encouraged to elect business and technology courses that lead to twenty-first century skills and prepare them for an increasingly competitive global society. Over the past several years, there has been a gradual increase in student enrollment in these courses. This increase reflects the growing awareness that the skills and knowledge gained in business and computer classes assist students in obtaining part-time employment and prepare students for academic coursework at the collegiate level. The business courses are strongly recommended for students who plan to major in a business program in college. All courses in this department address Student Learning Expectations 2, 3, 4, and 6. **Please note that students choosing to test out of the computer course high school graduation requirement must do so by the end of sophomore year.**

### 623 COMPUTER APPLICATIONS

**Fulfills HHS computer requirement.**

Grades 9-12 - 2.5 credits

This required course develops computer literacy in a PC environment by introducing concepts involved in using software applications. Students are strongly encouraged to enroll in this course in either grade nine or ten. This course will address Microsoft Word (word processing), Microsoft Excel (spreadsheets), Microsoft PowerPoint (multimedia), and Microsoft Access (database). Students will extend their keyboarding skills and receive hands-on training using PC computers in a networked environment. Students will learn the skills both to complete projects within each software application and to integrate multiple applications. Students will also learn the basic elements of Web Design through the use of Adobe Dreamweaver. A final project will bring together all Microsoft applications that have been taught throughout the course that is aligned with Massachusetts Instructional Technology Standards. Upon completion of this course, students will have a solid

foundation of Microsoft Office applications. This is a course that not only teaches specific software skills but also helps students develop learning strategies as far as learning new software programs.

### 641 COLLEGE ACCOUNTING I

Grades 10-12 - 2.5 credits

This is an introductory course covering the basic theories and practices of accounting. It includes the theory of debit and credit, journalizing, posting to the ledger, taking a trial balance, and maintaining financial statements. This is a highly recommended course for all students thinking about majoring in business administration or accounting at the college level.

**645 PERSONAL FINANCE**

Grades 11&12 - 2.5 credits

This course is designed to develop skills, concepts, and understandings necessary in handling financial resources and personal investing. The complexity of managing one's personal finances and investments in today's world warrants the development of decision-making skills necessary for the student to get the most out of life through the optimum use of money. This course, based on personal economic issues, includes the following units of study: financial planning, career planning, stocks, bonds, mutual funds, real estate, credit, banking, insurance, taxes and living independently. Students will also participate in an online student stock market tournament. This course provides an excellent introduction to financial literacy as it relates to making personal financial decisions.

**653 MARKETING**

Grades 11&12 - 2.5 credits

This course offers a comprehensive overview of the field of domestic and global marketing anchored around the 4P's: product, place, price and promotion. Market analysis/research, market segmentation, advertising, and careers in marketing are addressed in relation to business' products and services. Advertising and market research are discussed in the following forums: Internet, print, and broadcasting (radio and television). The culminating activity is the production of a video-taped 30-second commercial. Students learn through real-life case studies that impact their school and community. This course is recommended for students planning to major in business administration or marketing.

**654 BUSINESS MANAGEMENT**

Grades 11&12 - 2.5 credits

This course examines entrepreneurship and the components of starting and operating a business. It also focuses on the role of the entrepreneur in our economy and our community. Students will be exposed to the major aspects of business management and entrepreneurship: business communication, negotiations, business ownership, business plans, financial reports, economic concepts, marketing, human resource management, and information technology. As a final project, students will develop a business plan for a business of their choice and evaluate its feasibility. This course is recommended for those planning to major in business administration.

**681 COOPERATIVE WORK EXPERIENCE**

Grade 11&12 - 10 or 15 credits

Prerequisite - Program coordinator and counselor approval

This program, designed for students who would like to work during junior/senior year, allows students to attend school in the morning and work in a related business in the afternoon/evening. Students must receive administrative and school counselor approval to enroll. Students must comply with all program guidelines and act in a responsible manner to succeed in this program. Contact the program coordinator, Dr. Paula Girouard McCann (pgmccann@hinghamschools.com), for more details on the program.



# ENGLISH

## GUIDING PRINCIPLES

English Instruction in the Hingham Public Schools is guided by the following principles:

1. **Structured Writing:** Our program will emphasize formal structural principles as they relate to the expository, persuasive, narrative, and descriptive essay.
2. **Close Reading:** Our program will provide guided instruction for reading and literary analysis that emphasizes critical reading and critical thinking skills.
3. **Active Learning:** Our program will promote instructional practices that are student-centered and, when appropriate, differentiated. These practices will take into account the readiness level and promote optimum range of challenge for all students.
4. **Vertical Articulation:** Our program will be designed to promote a consistent continuum of skills from one grade level to the next.

All courses in this department address Student Learning Expectations 1, 2, 3, 4, 5, 6, and 7.

## REQUIREMENTS

All students are required to take four years of English in order to qualify for graduation from Hingham High School. Reading and writing requirements for each course are listed in the course descriptions. These requirements are obligatory and minimal.

## READING AND WRITING

The required reading selections for each grade and level are listed in the course descriptions. Guided reading activities emphasize close reading and stress inferential as well as literal comprehension. Students respond orally and in writing and also take quizzes and exams based on this reading material. Exams are explained in the course descriptions. Structured writing assignments on literary works consist of interpretive thesis essays on character, setting, conflict, theme, imagery, symbol, and tone. Other compositions include narrative, descriptive, and persuasive pieces, letter writing, and various creative endeavors. Specific requirements for each grade and level are listed in the course descriptions and curriculum guides.

## NOTEBOOKS AND FOLDERS

In grades 6-12 students are required to maintain organized English notebooks. Teachers maintain folders of all graded work. Yearly and cumulative writing portfolios are also kept for each student. These materials provide empirical evidence of teacher-student accountability and are available for review upon request and during teacher-parent conferences.

## SENIOR SEMINARS

Seniors in levels 2, 3, and 4 will meet their senior English requirement by selecting two semester-long courses. These multi-leveled courses are designed as discussion-based investigations into specific topics and are intended to resemble more closely post-secondary educational experiences. These courses will still be subject to the reading and writing requirements of all Hingham English courses.

## COLLEGE ESSAY

All seniors participate in an in-class writing workshop to draft their college application essays or related personal statements for employment purposes. This writing workshop is an academic requirement at all levels in the Grade 12 curriculum and is scheduled during Term I.

## RESEARCH

All courses in the Hingham English Department will incorporate some form of formal research into the curriculum. Students will receive instruction in research practices and conduct research in accordance with guidelines established by the Modern Language Association (MLA).

## LEVELS

All English courses in grades 7-12 are grouped homogeneously according to the levels of challenge in reading and writing activities.

Advanced Placement English is Level 1.

Advanced courses are Level 2.

College preparatory courses are Level 3.

Standard courses are Level 4.

Senior seminar selections are multi-leveled.

## ELECTIVES

General elective courses in English and drama are open to all interested students at all grade levels. These courses may not be taken in place of the four English courses required for graduation. These courses are intended to be taken in addition to required English courses.

## SUMMER READING PROGRAM

Summer reading is required for all students in Grades 6-12. Reading lists and requirements for each grade level are distributed to all students at the end of the school year. This information is also available on the Hingham Public Schools website and at the Hingham Public Library. Related assessments will be given during the first cycle of school. Students are encouraged to read a substantial number and variety of literary works.

## STANDARDIZED TEST PREPARATION

The Hingham English program provides ample preparation for the standardized testing experiences of students in grades 6-12. Careful attention to and consistent practice with conventions of grammar and usage, vocabulary in context, close reading, and the structural principles of writing establish a pattern of readiness for the testing situations encountered in the MCAS, PSAT, SAT, ACT, and AP exams. When deemed appropriate, teachers may give simulated practice tests.

## GRADE 7

At all levels, seventh grade English involves direct instruction and practice in comprehension, close-reading techniques, critical thinking skills, and effective writing strategies. Students learn grammar, punctuation, spelling, and usage skills in practical, authentic contexts. They study sentence, paragraph, and essay construction and acquire editing/revising skills during the writing process. Their knowledge of word meanings is broadened extensively through their study of literature, and they practice patterns for vocabulary study that they will encounter later on state assessment and College Board exams.

### 102M LEVEL 2 REQUIREMENTS

Reading: Titles will be selected from the following list: Oliver Twist, Dickens; The Miracle Worker, Gibson; A Tree Grows in Brooklyn, Smith; The Adventures of Tom Sawyer, Twain; Language of Literature, (McDougal Littell); selected short stories, myths, plays, and poems; a poetry project; a summer reading requirement.

Writing: Three writing assignments per term, two of which will be thesis essays in response to literature; one exam on required reading per term that includes a structured writing response. Language text: Language Network (McDougal Littell)

### 103M LEVEL 3 REQUIREMENTS

Reading: Titles will be selected from the following list: Fever, Anderson; Tangerine, Bloor; Education of Little Tree, Carter; I Remember Mama, Forbes; A Day No Pigs Would Die, Peck; The Adventures of Tom Sawyer, Twain; The Miracle Worker, Gibson; Language of Literature, (McDougal Littell); a mini-mystery unit; selected short stories, myths, plays, and poems; a poetry project; a summer reading requirement.

Writing: Three writing assignments per term, two of which will be thesis essays in response to literature; one exam required reading per term that includes a structured writing response. Language text: Language Network (McDougal Littell)

### 104M LEVEL 4 REQUIREMENTS

Reading: Titles will be selected from the following list: Walk Two Moons, Creech; Harris and Me, Paulsen; A Day No Pigs Would Die; Peck; Crash, Spinelli; Loser, Spinelli; Missing May, Rylant; The Adventures of Tom Sawyer, Twain; Language of Literature, (McDougal Littell); a mini-mystery unit; selected short stories, myths, plays, and poems; a poetry project; a summer reading requirement.

Writing: Three writing assignments per term, two of which will be thesis essays in response to literature; one exam on required reading per term that includes a structured writing response. Language text: Language Network (McDougal Littell)

## GRADE 8

At all levels, eighth grade English involves direct instruction and practice in comprehension, close-reading techniques, critical thinking skills, and effective writing strategies. Students learn grammar, punctuation, spelling, and usage skills in practical, authentic contexts. They expand their skills in sentence, paragraph, and essay construction and refine their editing/revising skills during the writing process. Students' knowledge of word meanings is broadened extensively through their study of literature, and they practice test patterns for vocabulary that they will encounter later on state assessment and College Board exams.

### 112M LEVEL 2 REQUIREMENTS

Reading: Titles will be selected from the following list: The Good Earth, Buck; Lupita Manana, Beatty; A Raisin in the Sun, Hansberry; A Separate Peace, Knowles; Stonewall's Gold, Mrazek; Of Mice and Men, Steinbeck; Man of La Mancha, Wasserman; Language of Literature, (McDougal Littell); selected short stories, plays, and poems; a summer reading requirement.

Writing: Three writing assignments per term, two of which will be thesis essays in response to literature; one exam on required reading per term that includes a structured writing response. Language text: Language Network (McDougal Littell)

### 113M LEVEL 3 REQUIREMENTS

Reading: Titles will be selected from the following list: Lupita Manana, Beatty; Codetalkers, Bruchac; The Diary of a Young Girl, Frank; A Raisin in the Sun, Hansberry; Stonewall's Gold, Mrazek; In My Father's House, Rinaldi; Of Mice and Men, Steinbeck; Roll of Thunder, Hear My Cry, Taylor; The Pigman, Zindel; Language of Literature, (McDougal Littell); selected short stories, plays, and poems; a summer reading requirement.

Writing: Three writing assignments per term, two of which will be thesis essays in response to literature; one exam on required reading per term that includes a structured writing response. Language text: Language Network (McDougal Littell)

### 114M LEVEL 4 REQUIREMENTS

Reading: Titles will be selected from the following list: Killing Mr. Griffin, Duncan; The Skin I'm In, Flake; A Raisin in the Sun, Hansberry; Spite Fences, Krisher; In My Father's House, Rinaldi; Of Mice and Men, Steinbeck; Roll of Thunder, Hear My Cry, Taylor; The Pigman, Zindel; Language of Literature, (McDougal Littell); selected short stories, myths, plays, and poems; a summer reading requirement.

Writing: Three writing assignments per term, two of which will be thesis essays in response to literature; one exam on required reading per term that includes a structured writing response. Language text: Language Network (McDougal Littell)

### 125M DRAMA 7

Grade 7 - 2 periods

This course is open to all seventh-grade students. In an activity-learning format, students are introduced to the fundamentals of oral communication skills and dramatic performance. Throughout the course, students work in an atmosphere designed to encourage self-confidence and personal growth through creative thinking, improvisation, and group interaction. Students perform a teacher-assigned scene from dramatic literature, learn the fundamentals of pantomime, develop beginning improvisational techniques, and write and perform a puppet show on a teacher-approved topic.

### 135M DRAMA 8

Grade 8 - 2 periods

This course is open to eighth-grade students. No prior experience in drama is required. In an activity-learning format, students gain experience in the practical application of fundamental speech and drama skills in a variety of production experiences. A primary activity in this course is public performance; each student is expected to perform before an audience. Students create and perform sketches, write and execute an old-fashioned radio show with sound effects, produce a short film project, perform a teacher-assigned scene from dramatic literature, and participate in the production of a one-act play chosen by the teacher.

## GRADE 9 – HUMANITIES (5 credits)

### 122 LEVEL 2 REQUIREMENTS

This course offers an integrated approach to the study of literature and history. It examines the literature of the following different periods of Western Civilization: Ancient Greece and Rome; The Middle Ages; The Renaissance and Reformation; the Age of Reason and Enlightenment; and the age of revolutions leading into the Nineteenth Century. Although the emphasis is on Western Civilization, the course also includes a study of the major contributions of other world civilizations. Through the study of this literature students will refine skills of reading accuracy, critical thinking, analysis and interpretation, writing, speaking and listening. Students in this course also participate in a variety of interdisciplinary projects/presentations.

- Reading: Titles will be selected from the following list: The Canterbury Tales, Chaucer; A Tale of Two Cities, Dickens; The Odyssey, Homer; To Kill a Mockingbird, Lee; Mythology and You, Rosenberg and Baker; Romeo and Juliet, Shakespeare; The Once and Future King, White; a summer reading requirement.
- Writing: Four writing assignments per term, two of which will be thesis essays in response to literature; an interdisciplinary paper/project/presentation based on research at different points in the year; one exam on required reading per term that includes a structured writing response.
- Language text: Holt Handbook, Third Course, Holt, Rinehart, and Winston

### 123 LEVEL 3 REQUIREMENTS

This course introduces students to major works of literature that have shaped or reflect significant themes in world civilization. Through the study of this literature students will refine skills of reading accuracy, critical thinking, analysis and interpretation, writing, speaking and listening. Students in this course also participate in a variety of projects and research-based activities.

- Reading: Titles will be selected from the following list: The Canterbury Tales, Chaucer; A Christmas Carol, Dickens; The Freedom Writers' Diary, Gruwell; The Odyssey, Homer; Siddhartha, Hesse; To Kill A Mockingbird, Lee; Mythology and You, Rosenberg and Baker; Romeo and Juliet, Shakespeare; The Pearl, Steinbeck; The Once and Future King, White; Elements of Literature (Holt, Rinehart, and Winston); selected short stories, poems and plays; a summer reading requirement.
- Writing: Four writing assignments per term, two of which will be thesis essays in response to literature; one exam on required reading per term that includes a structured writing response.
- Language text: Holt Handbook, Third Course, Holt, Rinehart, and Winston

### 126 LEVEL 4 REQUIREMENTS

This class is designed for ninth graders who would benefit from a co-teaching structure and/or a small class setting. The primary aim of this class will be to bolster and expand the reading, writing, and critical thinking skills of the students through direct instruction in literacy skills tailored to individual needs. Requirements for reading and writing will be drawn from those in level 3 and level 4 courses. Special attention will be given to skills tested on and strategies needed for the MCAS exam. Students are selected to participate in this program based on standardized test results, teacher recommendations, and academic performance.



## GRADE 10 – WORLD LITERATURE – 5 credits

This course explores major works of literature from various cultures. Students will explore literary works of and about diverse cultural movements and civilizations including but not limited to England, Eastern and Western Europe, Asia, and Africa. Through the study of this literature students will refine skills of reading accuracy, critical thinking, analysis and interpretation, writing, speaking and listening.

### 142 LEVEL 2 REQUIREMENTS

Reading: Titles will be selected from the following list: Things Fall Apart, Achebe; Lord of the Flies, Golding; To Live, Hua; A Doll's House, Ibsen; 1984, Orwell; Macbeth or Merchant of Venice, Shakespeare; Balzac and the Little Chinese Seamstress, Sijie; Maus I & II, Spiegelman; Night, Wiesel; The Language of Literature (McDougal Littell); selected prose, poetry; a summer reading requirement.

Writing: Four writing assignments per term, two of which will be thesis essays in response to literature; a formal research paper on a teacher-approved topic one term; one exam on required reading per term that includes a structured writing response.

Language text: Holt Handbook, Fourth Course, Holt, Rinehart, and Winston

### 143 LEVEL 3 REQUIREMENTS

Reading: Titles will be selected from the following list: Things Fall Apart, Achebe; Lord of the Flies, Golding; To Live, Hua; A Doll's House, Ibsen; Animal Farm, Orwell; Macbeth, Shakespeare; Balzac and the Little Chinese Seamstress, Sijie; A Day in the Life of Ivan Denisovich, Solzhenitzyn; Maus I & II, Spiegelman; Night, Wiesel; Language of Literature (McDougal Littell); selected prose, poetry; a summer reading requirement.

Writing: Four writing assignments per term, two of which will be thesis essays in response to literature; a formal research paper on a teacher-approved topic one term; one exam on required reading per term that includes a structured writing response.

Language text: Holt Handbook, Fourth Course, Holt, Rinehart, and Winston

### 146 LEVEL 4 REQUIREMENTS

The course is strategically designed to meet the needs of tenth graders who would benefit from a co-teaching structure and/or a small class setting. The primary aim of this class will be to bolster and expand the reading, writing, and critical thinking skills of the students through direct instruction in literacy skills tailored to individual needs. Requirements for reading and writing will be drawn from those in level 3 and level 4 courses. Special attention will be given to skills tested on and strategies needed for the MCAS exam. Students will qualify for admission to this program as determined by several factors including standardized test results, teacher recommendations, and academic performance.

## GRADE 11 - AMERICAN STUDIES – 5 credits

This course takes an interdisciplinary approach to the study of American literature. Students analyze and interpret works from a wide spectrum of American literature in order to explore topics such as the American Character, the American Dream, and American Culture. Students expand and refine their skills in the areas of reading accuracy, critical thinking, analysis and interpretation, writing, speaking, and listening.

### 152 LEVEL 2 REQUIREMENTS

Reading: Titles will be selected from the following list: The House on Mango Street, Cisneros; Narrative of a Life of an American Slave, Douglass; The Great Gatsby, Fitzgerald; The Scarlet Letter, Hawthorne; Catcher in the Rye, Salinger; The Grapes of Wrath, Steinbeck; The Adventures of Huckleberry Finn, Twain; The Color Purple, Walker; Ethan Frome, Wharton; The United States in Literature, (Scott Foresman); selected American short stories, poems and essays; a summer reading requirement.

Writing: Four writing assignments per term, two of which will be thesis essays in response to literature; one interdisciplinary paper/project/presentation per term; one exam on required reading per term that includes a structured writing response.

Language text: English Workshop, Holt, Rinehart, and Winston

### 153 LEVEL 3 REQUIREMENTS

Reading: Titles will be selected from the following list: House on Mango Street, Cisneros; Narrative of a Life of an American Slave, Douglass; The Great Gatsby, Fitzgerald; The Crucible, Miller; Catcher in the Rye, Salinger; The Grapes of Wrath, Steinbeck; The Adventures of Huckleberry Finn, Twain; The Color Purple, Walker; Ethan Frome, Wharton; Elements of Literature 2000 (Holt, Rinehart, and Winston); selected American short stories, poems, and essays; a summer reading requirement.

Writing: Four writing assignments per term, two of which will be thesis essays in response to literature; a formal research paper on a teacher-approved topic one term; one exam on required reading per term that includes a structured writing response.  
Language text: English Workshop, Holt, Rinehart, and Winston

### 154 LEVEL 4 REQUIREMENTS

Reading: Titles will be selected from the following list: The House on Mango Street, Cisneros; Narrative of the Life of An American Slave, Douglass; The Crucible, Miller; Catcher in the Rye, Salinger; The Moon is Down, Steinbeck; The Adventures of Huckleberry Finn, Twain; American Literature for Life and Work (Southwestern); Elements of Literature (Holt, Rinehart); selected short stories, plays, and poems; a summer reading requirement.

Writing: Four writing assignments per term, two of which will be thesis essays in response to literature; a formal research paper on a teacher-approved topic one term; one exam on required reading per term that includes a structured writing response.  
Language text: English Workshop, Holt, Rinehart, and Winston.

## GRADE 12 - (5 credits)

### 161 LEVEL 1 REQUIREMENTS - ADVANCED PLACEMENT ENGLISH

This college level course is designed for students who are committed to the rigorous study of literature. Students analyze, interpret, and evaluate representative works of recognized literary merit from various genres and periods. Students write focused analyses of language, structure, and theme in various works.

Reading: Titles will be selected from the following list: Introduction to Literature, (Bedford); Waiting for Godot, Beckett; Wuthering Heights, Bronte; The Awakening, Chopin; Heart of Darkness, Conrad; A Raisin in the Sun, Hansberry; Their Eyes Were Watching God, Hurston; M. Butterfly, Hwang; A Prayer for Owen Meany, Irving; Dubliners, Joyce; Death of a Salesman, Miller; The Road, McCarthy; A Bend in the River, Naipaul; God of Small Things, Roy; Hamlet, Shakespeare; Twelfth Night, Shakespeare; Ceremony, Silko; Antigone, Sophocles; Oedipus Rex, Sophocles; Mrs. Dalloway, Woolf; Native Son, Wright; selected contemporary novels, poems, short stories, essays; a summer reading requirement.

Writing: Ongoing thesis essays in response to literature; critical analysis of various works; instruction in writing strategies; timed-writing responses to prompts; a variety of teacher-assigned compositions; the college application essay; peer-editing and revising of written work; self-assessment in writing; individual and cumulative writing portfolios. The mid-year exam is a three-hour simulation of the AP Exam.



## SENIOR SEMINARS

Seniors in levels 2, 3, and 4 will meet their senior English requirement by selecting two semester-long courses. These multi-leveled courses are designed as discussion-based investigations into specific topics and are intended to resemble more closely post-secondary educational experiences. All courses will require four writing assignments per term for terms 1, 2, and 3. Three writing assignments will be required for term 4. Reading requirements for individual courses may be found in the course descriptions below. All seniors participate in an in-class writing workshop to draft their college application essays or related personal statements for employment purposes. This writing workshop is an academic requirement at all levels in the Grade 12 curriculum and is scheduled during Term I.

### **165, 166, 167 FILM STUDIES**

Levels 2, 3, 4

This course will provide students with a broad overview of analytical and critical approaches to studying film. Through active viewing and discussion, students will study filmmaking techniques and film genres such as gangster, suspense, documentary, western, war, and disillusionment. Although classroom activities will be drawn from a wide range of subject matter, the recurring focal point for the course is the relationship between Hollywood cinema and American culture. In addition, students will gain an understanding of various film styles and techniques. There will be related reading as well as critical, creative, and research-based writing assignments in response to the films.

### **171, 172, 173 SATIRE, IRONY, AND HUMOR**

Levels 2, 3, 4

Satire uses irony, humor and other literary techniques to create social or political criticism. While the tradition of satire dates back for as long as things have been funny, modern pop culture is filled with satirical influences, from the political criticism of *The Daily Show* to the social criticism in *The Simpsons*. This course will explore both the traditional influences of satire and modern examples of satire. Examples will be drawn from novels, short stories, political cartoons, television series and film. Student work will include creative and critical writing, as well as a major semester project that will involve creation of an original work of social or political satire.

### **190, 191, 192 MODERN DILEMMAS**

Levels 2, 3, 4

What problems challenge our society, and how do we solve them – or do we? This class will read a selection of literature by a variety of authors including Arthur Miller, Tim O’Brien, Ken Kesey, Alice Walker, Kurt Vonnegut, and Zora Neale Hurston. Students will also view a variety of films including but not limited to *The Lost Boys* and *Platoon*. There will be critical, creative, and research-based writing assignments in response to the literature and films.

### **118, 119, 120 THE IRISH EXPERIENCE**

Levels 2, 3, 4

The Irish culture has experienced much growth and popularity in recent years. By reading, viewing, and listening to Irish literature, film, and music, students will gain knowledge about and appreciation of the Irish culture. Focusing on 20<sup>th</sup> century poets, playwrights, filmmakers, and musicians, students will explore the creativity and spirit of Ireland. Students will critically analyze literature, films, and music as a way of understanding the culture and themselves. Authors will include Seamus Heaney, James Joyce, Patrick Kavanaugh, J.M. Synge, and William Butler Yeats. Films will include *The Quiet Man*, *In the Name of the Father*, and *Michael Collins*. Music will include contemporary selections and traditional Irish ballads. There will be critical, creative, and research-based writing assignments in response to the literature, films, and music.

### **196, 197, 198 EXPERIENCING NEW ORLEANS THROUGH ITS LITERATURE**

Levels 2, 3, 4

As one of the most colorful and charismatic cities in our country, New Orleans is defined by its spicy and vibrant culture, history, architecture, politics, food, and (most importantly) literary tradition. This course will uncover the beauty, mystique, and perpetual lure of New Orleans through its literature. Authors will include Tennessee Williams, John Kennedy Toole, Robert Olen Butler, William Faulkner, Louis Armstrong, and Kate Chopin. There will be critical, creative, and research-based writing assignments in response to the literature.

The following English courses are open to all interested students. These courses may not be taken in place of the required four English courses, only in addition to those courses.

## ENGLISH ELECTIVES

### 183 CREATIVE WRITING

Semester course – 2.5 credits

Students will develop their writing skills in personal essays, short stories, and poetry. Conducted in a workshop setting, the course will incorporate short exercises and activities, including journals, designed to enhance creativity. Students will learn to critique their own writing and that of their peers and to revise drafts of their own work. They will also create a final portfolio demonstrating their growth and performance as writers. This course may be repeated for full credit with the instructor's approval.

### 184 JOURNALISM

Semester course – 2.5 credits

This will be a hands-on course that teaches through practice the theories and techniques of news reporting. Focus will be the editor's and reporter's role, headline writing, and basic language and research skills for the newspaper format. Activities will include editing and production, design and layout, photography, and publishing. Students will work on the production of the *Harborlight* newspaper throughout the year. This course may be repeated for full credit with the instructor's approval.

### 187 SPEECH COMMUNICATIONS

Semester course – 2.5 credits

This class will encourage students to become effective communicators for a variety of purposes. Topics will include non-verbal communication, debate, persuasive speaking, and dramatic interpretations as well as the importance of speech communication in academic settings and the work place. The text of famous orators and clips of famous speeches will be examined and analyzed. Students in this class should have an interest in improving and developing their speaking and analytical skills.



## DRAMA ELECTIVES

### 175 ACTING & IMPROVISATION

Semester course – 2.5 credits

In this active class, students will play physical and mind-bending games to stretch their creative talents – or maybe find them. Through improvisation and other methods, students will develop quick-thinking, character development, comic timing, and team work – and have a great time doing it. Students will also have the opportunity to learn basic set building/painting while helping create the sets for their own production and those of the drama club. All students are welcome with or without previous experience. This course may be repeated for full credit with the instructor's approval.

### 176 ACTING, IMPROVISATION, and MORE

Semester course – 2.5 credits - Prerequisite: *Acting & Improvisation* or permission of the instructor.

Students will continue their creative and performance journey begun in *Acting & Improvisation*. Building on their own personal skill level, students will further learn to add to their improvisational talents and dig deeper into the world of creating characters. Students will continue to participate in more challenging theater games, physical activities, and improvisation - all aimed at freeing the creative nature, understanding play production, and strengthening team work. Students will be introduced to directing for the first time and further exposed to the beginning technical aspects of theater such as set construction, painting, lights and sound. This course may be repeated for full credit with the instructor's approval.

### 177 THEATRICAL DESIGN/The Backstage World

Semester course – 2.5 credits - Prerequisite: *Acting & Improvisation* or permission of the instructor.

There is an entire creative, artistic world that happens backstage in the world of theater. In this class, students will expand on the skills learned in *Acting & Improvisation* (set construction and painting) and begin the exploration of theatrical design. Students will design the set for several productions as well as learn about costumes, props, lighting, and sound design and execution. Students will work as part of a creative team and will have the opportunity to see their plans be put into action on the stage for a live audience. (Note: after school participation is NOT required, but is often contagious.) This course may be repeated for full credit with the instructor's approval.

## FAMILY & CONSUMER SCIENCES

All courses in Family & Consumer Sciences emphasize the fundamentals of green living. Through a broad range of experiences, the department enables students to develop the attitudes, knowledge, and skills needed for responsible and effective management of their lives. Learning these skills empowers students to address change and cope with the challenges of balancing work, family, commitment to community and self. They also gain practical assistance in making appropriate lifestyle choices. Education in this discipline teaches knowledge and life management skills relating to human growth and development; personal and family relationships; food science and nutrition; personal and family health and safety; management of time, money and green energy; textiles and technology; career exploration; consumer awareness and education. All courses in this department address Student Learning Expectations 1-7 with an emphasis on #3) Communicates effectively and #4) Identify, analyze and solve problems.

### **801M FAMILY & CONSUMER SCIENCES 7**

Grades 7 - 2 periods

This course introduces students to the world of Family & Consumer Sciences (formerly Home Economics). It is the students' first exposure to this program and the beginning course from which all others are derived. Technology, teamwork, and critical thinking are important parts of this course, which utilizes an interdisciplinary approach. Family & Consumer Sciences I includes the following areas:

- (1) Nutrition - Students will learn the importance of good nutrition and personal health by studying the food pyramid and food labels.
- (2) Kitchen Management Skills - Students will learn to work safely and efficiently in a kitchen setting while preparing a variety of breakfast foods.
- (3) Meal Planning - Students will plan, organize, prepare and present a well-balanced breakfast meal for their group.
- (4) Textiles and Technology - Students will learn to construct basic sewing projects by utilizing the techniques of both hand and machine sewing.

### **802M FAMILY & CONSUMER SCIENCES 8**

Grade 8 - 2 periods

Family & Consumer Sciences II is a reinforcement of techniques and principles learned in Family & Consumer Sciences I. Cooperative learning and critical thinking are important factors in this interdisciplinary approach to the following areas:

- (1) Nutrition – The importance of nutrients and the food pyramid are reinforced as students learn to make choices regarding their personal health.
- (2) Food Preparation – Students will learn basic food skills by preparing a variety of luncheon and simple dinner foods, including soups, salads, sandwiches, casseroles and desserts.
- (3) Textiles and Technology – Students will increase their knowledge of textiles and construction technology through practical application of a sewing project.
- (4) Child Care and Development – Students will be introduced to the basics of child care. Babysitting responsibilities and rights will be emphasized.

## HIGH SCHOOL

All courses fulfill Hingham High School's Fine and Applied Arts graduation requirements

### **821 FOODS AND NUTRITION I**

Grade 9-12 - 2.5 credits

This course introduces students to the basic food elements and their relationship to optimal health and fitness. Through cooperative learning and an interdisciplinary approach, students participate in an active learning environment while learning basic skills related to food preparation. Students prepare foods selected from the concepts covered: the food pyramid, a healthy diet, fast and healthy mini-meals, breakfast, snacks, low fat foods, and desserts. Food science and technology, labeling, measuring techniques, time management, consumerism, food safety, and available career opportunities will be stressed. It is a primary aim of this department to provide students with opportunities to process new information, practice appropriate skills, and learn to make healthy dietary choices for lifelong wellness.

### **822 FOODS AND NUTRITION II**

Grades 10-12 - 2.5 credits

Prereq. - Foods and Nutrition I

This course builds on students' prior food knowledge, skills and experience, and offers opportunities to gain additional skills in preparing and serving food. Students prepare health conscious foods in an active learning environment where emphasis is placed on critical thinking and problem solving skills. Specific areas of study include meat and poultry, pasta, rice, fruits, vegetables, pastries, ethnic and special occasion foods. Students will learn to identify, use, and evaluate health information and resources that are current and applicable in their lives. They will become educated consumers and practice making informed and responsible judgments regarding personal health and fitness.

## 815 GLOBAL FOODS

Grades 11&12 - 2.5 credits

Prereq. - one prior foods course

Global Foods is a semester course designed for the experienced student who has considerable background in foods work- in the classroom or food-related business. Students should have completed at least one semester of a foods class at the high school level. This laboratory class, which takes acquired culinary skills to the next level, will introduce students to the link between food and culture. Global Foods is a forum for students to bring individually acquired knowledge and skills to class. This is active learning, student-centered and student-driven. Students learn about cultural influences, geography, and historical events and their influence on food choices and food preparation techniques. The focus on current culinary terms will prepare students for dining on their own. It is also a course that will prepare students to work in a food-related business. Exposing students to regional and ethnic cuisines will prepare students as we become a more global society.

## 830 FASHION FLAIR

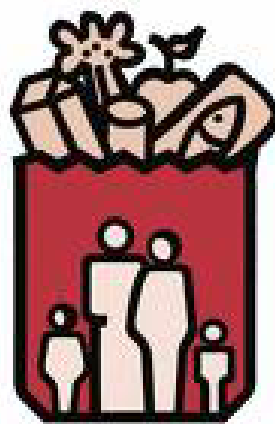
Grades 9-12 - 2.5 credits

This course introduces students to the world of fashion and explores current clothing styles. Students also analyze fashion trends, elements of design, wardrobe planning, and clothing care. Students will receive a hands-on approach to practical sewing basics by constructing a simple garment. Additional projects will require students to bring in appropriate supplies. This class is designed for all students who have an interest in fashion or careers in the fashion world. This course may be repeated for full credit with advanced projects as Fashion Flair II.

## 831 INTERIOR DESIGN

Grades 9-12 - 2.5 credits

This course introduces students to the elements involved in creating an appealing and functional interior environment (home, office, apartment). The curriculum provides technical knowledge, history, theory, and the opportunity to develop design techniques. Theoretical and practical projects are assigned to assist students in expressing their unique style and ideas through drawing, drafting, model making and computer aided design. Student ideas are strengthened through study of color, historic styles, furniture design, and creative problem solving projects. This course may be repeated for full credit with the instructor's approval.



## 842 HUMAN DEVELOPMENT and FAMILY LIFE

Grades 11&12 - 2.5 credits

This course focuses on issues of the family life-cycle, adolescence, sexually-transmitted diseases, pregnancy, birth, and the development of the child through age two. Emphasis will be on developing sound parenting skills for lifelong learning. Included are many contemporary issues that concern the adolescent of the new century. Students are provided with forthright information concerning their physical health and well being. The course aims to improve family life, advocate positive health practices, and help students make positive choices.

## 844 CHILD DEVELOPMENT I

Grades 11&12 - 2.5 credits

Physical, social, emotional, and mental development of the child from conception to age 4 is the subject matter of this course. Emphasis is placed on working with children to promote each type of development, with consideration given to safety, selection and preparation of play materials, influences of media, and relationships with other people. A nursery school program of ten to twelve weeks will be included.

## 845 CHILD DEVELOPMENT II

Prereq. Child Development I

Grade 12 - 2.5 credits

This is an advanced course in the physical, social, and emotional development of the child from ages 4-6 years. Emphasis is placed on the development and understanding of varied techniques of early childhood education with a focus on intellectual and social growth. Students will plan and execute activities and projects to be used in their nursery school experience. Additional study topics include special needs children, adoption, and child abuse.



## FOREIGN LANGUAGE

Spanish is taught to all students in the elementary schools in grades one through five once per cycle. In grade six students have the opportunity to continue with Spanish or choose French, but he/she must continue with the language selected through grade eight. In grade nine students again have the opportunity to elect one or more of the four foreign language courses offered at the high school: Chinese, French, Latin, and Spanish. Hingham High School has a two-year foreign language graduation requirement in the same language. The foreign language program adheres to the principles as defined in the Massachusetts Foreign Languages Curriculum Framework that “sets the expectation that all students will become proficient in at least one language in addition to English by the time they graduate from high school. It is recommended that students begin their language studies in the elementary grades and continue to study one or more languages throughout middle and high school.” There is a minimum requirement of two years of foreign language study for entrance into Massachusetts state colleges, and most competitive liberal arts colleges and universities are looking for three or more years of study in the same foreign language. Therefore, we advise students to elect the same foreign language for the longest possible sequence that their ability allows. For the serious language student, the department recommends the election of a second foreign language.

All courses in the foreign language department address all HHS Expectations for Student Learning.

### Goals and Objectives

In addition to attaining proficiency in at least one language other than English, the goal of the Foreign Language program is that all students become life-long learners. They should be equipped linguistically and culturally to function as citizens in a pluralistic society and of the global community in which they now live. All modern foreign language courses are conducted in the target language. They develop the skills of listening, speaking, reading, and writing along with an appreciation and understanding of a culture different from their own. In Latin the goal is for students to be able to read, understand, and interpret passages written by ancient authors, as well as recognize and reproduce spoken Latin excerpts. To support the language program there are active foreign language clubs, cultural trips, native speakers, and excursions. At the high school the new Virtuoso Major Language lab is an integral component of the program. Foreign language videos and CDs, newspapers, magazines, food, music, etc. are integrated into daily classroom activities.

### Assessment

Students must demonstrate a knowledge and understanding of the language and culture studied. This is achieved through formative and summative assessments both traditional and performance-based. Students who select a modern foreign language will be assessed on their ability to understand, speak, read, write the chosen language and demonstrate an understanding and appreciation of its culture. While occasionally English may be necessary for grammatical explanations, Chinese, French or Spanish is the language of instruction. Students are required to speak the target language in the classroom. Students selecting Latin will be assessed on their ability to read and understand the language and demonstrate an appreciation of the culture of ancient Rome. The study of a foreign language is a progressive skill. The responsibility for attaining proficiency ultimately lies with the student. In order to achieve success, students must dedicate a minimum of one-half hour per night completing assignments and reviewing.

### Language Laboratory

Virtuoso Major Language Lab is a fully digital language learning system. The technology is used for both storage and transmission of information, making it faster and easier to access, retrieve, or archive audio, video, and data files. It provides a multi-media based, open learning environment where teachers and students can easily share course materials and work together or independently to develop language proficiency. A teacher is now able to run six different programs within one class session. Students can be working in pairs, working in a group of three or more, watching a video, engaged in a listening, speaking and/or writing activity, using the internet, or working independently.

The teacher can easily track each student’s progress, and an instant snap-shot of each student and the class as a whole is always available. In addition, students are able to share keyboards and monitors to text message, text chat, and complete online activities that accompany foreign language textbooks. The lab is capable of video conferencing, scanning texts, capturing objects in 3D and sending them to students’ monitors from the teacher console via the VID. It also includes the software that enables our Chinese students to accomplish all of the above using characters. The software toolset allows teachers to create multimedia lessons and assessments. Students of both classical and modern languages are able to access the Internet, supplement the text with interactive programs on history and culture, and review vocabulary and grammatical structures on an individual basis. Every language class is assigned to the lab at least once in a seven day cycle.

The lab is also available to language students during their studies for make-up work or completion of assignments that require the unique use of the language lab.

### **Course Prerequisites**

To be recommended for an A.P. course, A- in a level 2 course **and** the teacher recommendation are required. A- in a level 3 course **and** teacher recommendation are required to be recommended for a level 2 course. A final average of B- is needed to continue in a level 2 course. To continue in a level 3 course, a final average of C- is required.

**Note:** There may be occasions where two levels of a language will be taught in the same class due to low enrollment in either level. Where this occurs, the level 2 students will be required to produce more in both quantity and quality and will be graded according to level.

## **FRENCH**

### **307M FRENCH7-IA**

The fundamental skills of listening, speaking, and an appreciation of cultural differences are reinforced along with the skills of reading and writing. Students are immersed in authentic communicative activities. Extensive ancillary materials are used including videos, CDs, visuals, games, songs, internet activities, etc. Students are active participants through paired and group activities. This course covers all material included in the first half of the French I program. Students who do not achieve a final average of at least C- should complete approved summer remedial work to progress to French IB in grade 8.

### **308M FRENCH 8 - IB, level 3**

This course is a continuation of Level 1A. Students build upon the skills of listening, speaking, reading, writing and cultural understanding previously achieved. Language skills become more accurate, refined and complex. Ancillary materials include videos, CDs, visuals, games, songs, Internet activities, etc. Students who successfully complete this course fulfill the requirements of the French I program and are ready to continue with French II at Hingham High School. Students are required to achieve a C- end of the year average to continue with French II.

### **304M FRENCH 8 - IB, level 2**

With a more rigorous curriculum that is taught at a faster pace, this course is designed for the advanced student. Students must be willing to devote the necessary time and effort required of an honors program. Students build upon previously acquired skills and learn more complex grammatical structures. Students also read authentic literature in the target language. Ancillary materials include videos, CDs, transparencies, games, songs, Internet activities, etc. Students who maintain a B-average will continue with French II Honors.

### **310 FRENCH I**

Level 3 - 5 credits

The fundamental skills of listening, speaking, and an appreciation of cultural differences are reinforced along with the skills of reading and writing. Students are immersed in authentic communicative activities. Extensive ancillary materials are used to enrich and enhance the learning process, including videos, CD's, visuals, games, songs,

and Internet activities. Students are exposed to various aspects of the French speaking world and are active participants in the learning process through paired and group activities.

### **311 FRENCH II**

Level 2 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in French I. Emphasis is placed on the communication skills, focusing on producing and interpreting oral and written communication. Students will be expected to communicate clearly in writing, in an appropriate and accurate manner. Culturally authentic readings and videos will increase students' global awareness, enhance students' language capabilities, and serve as a basis for discussion. Role-playing and other communicative activities will enable students to practice the target language in a variety of situations. This course is for students who have the ability and motivation to progress at a faster pace.

### **312 FRENCH II**

Level 3 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in French I. Emphasis is placed on the communication skills, focusing on producing and interpreting oral and written communication. Students will be expected to communicate clearly in writing, in an appropriate and accurate manner. Culturally authentic readings and videos will increase students' global awareness, enhance students' language capabilities, and serve as a basis for discussion. Role-playing and other communicative activities will enable students to practice the target language in a variety of situations. This course is for students who work at a steadier pace and who require greater reinforcement of the material.

### **313 FRENCH III**

Level 2 - 5 credits

Intensive development of vocabulary, reading of poetry and short stories by native writers, and an emphasis on speaking and writing in more grammatically and idiomatically complex structures are stressed in this course. Students are exposed to French and francophone culture through art, music, films, and the Internet. Creativity, a willingness to use the target language exclusively, and a willingness to work independently are essential components for success. This course is a preparation for French 4 honors or AP French.

**314 FRENCH III**

Level 3 - 5 credits

This course refines the skills acquired in previous courses and emphasizes communication in French. Grammatical structures previously learned are reinforced, and more complex structures and expressions are introduced. Intermediate reading texts, simple poetry, short stories, Internet materials, films, and other authentic realia refine the students' reading ability. Linguistic skills are strengthened through spoken and written activities. Various projects connect the language with the students' daily life.

**308 ADVANCED FRENCH LITERATURE**

Level 2 - 5 credits

This course is for juniors who wish to take the AP French Language exam in May of their senior year. Following the curriculum developed for the former AP French Literature exam, this course offers an in-depth study of French literature written by a variety of Francophone authors from the Middle Ages to the present as well as an introduction to French literary criticism. Students are expected to participate in class discussions, write essays, and give oral presentations in French. Students are required to take the course AP French Language and Culture in their senior year and to take the AP Language and Culture exam in May of their senior year.

**320 A.P. FRENCH LANGUAGE AND CULTURE**

Level 1 - 5 credits

This course is designed for seniors who wish to take the AP French Language and Culture Exam in May. As set forth by the College Board, the overall goal of the course is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. The students' proficiency level is both comfortable and flexible. Extensive written and independent oral production is expected. The course thus challenges able students while providing a means of obtaining college credit/or placement. Students are required to take the French Language and Culture Advanced Placement Examination.

**315 FRENCH IV**

Level 2 - 5 credits

This is a sequential course for students who have successfully completed French III (2). Students will review basic grammar introduced in the three previous years of French and will be introduced to more sophisticated grammatical concepts, syntax, and idiomatic expressions. Previously acquired vocabulary will be reinforced in both written and oral approaches. Students will also continue to augment their vocabulary. Students will advance in proficiency in the four major linguistic skills: listening, speaking, reading, and writing. In addition, students will begin literary analysis of authentic French texts. Students will share personal beliefs and opinions in various communicative exchanges: face-to-face, group, or via technology. They will explore and compare their personal beliefs with those of others in the class-

room. Students will be encouraged to become lifelong learners and to use French for personal enrichment outside the classroom

**316 FRENCH IV**

Level 3 - 5 credits

The course focuses on the acquisition of everyday vocabulary and emphasizes the ability to work in groups using the target language. From the readings provided, students will be able to recognize and incorporate formal and informal expressions along with more complex grammatical structures. Oral presentations give students the opportunity to gain poise and demonstrate proficiency in speaking the target language. Students write about topics that they research or prepare incorporating more advanced idiomatic expressions. The goal is to connect the language to the students' lives.

**317 FRENCH V**

Level 2 - 5 credits

This course is a literature and conversation course. Reading comprehension, speaking, and writing are emphasized in this course. Grammar points will be reinforced on as needed basis. Idiomatic expressions and topic-specific vocabulary will be stressed. French culture will be studied through selections covering several centuries of French literature, as well as through contemporary readings and the use of the Internet. Communication skills will be refined in daily conversations and discussions. French songs and French films are used as cultural teaching tools. Students will make connections within their community and with other French-speaking communities through the use of readings and the Internet. Level 2 students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to more rigid scale than that of level 3 students.

**318 FRENCH V**

Level 3 - 5 credits

This course is for students who are able to demonstrate consistently an intermediate level of proficiency in the five skills of listening, speaking, reading, writing and cultural understanding. Excerpts of French literature from the Middle Ages to the present day will be read and discussed in historical and cultural context. At least one advanced level novel is also included in the curriculum. The course will also cover contemporary issues being discussed in France using a college text as a basis for conversation and analysis. Grammar will be reviewed and refined as necessary. Students will be expected to interpret written and spoken French on a level consistent with an intermediate level of proficiency. Oral presentations give students the opportunity to gain poise and demonstrate proficiency in speaking the target language. Students write about topics that they research or prepare incorporating more advanced idiomatic expressions. The goal is to connect the language to the students' lives.

## SPANISH

### **320M SPANISH 7 - IA**

The fundamental skills of listening, speaking and cultural understanding are reinforced along with the skills of reading and writing. From the beginning, students will be immersed in authentic communicative tasks and activities. This will be accomplished through skill-building activities and proficiency-based assessments. Extensive ancillary materials are used including videos, CD-ROMs, the Internet, transparencies, games, songs, etc. Students become active participants in every lesson through paired and group activities. This course covers all material included in the first half of Spanish I. Students are required to achieve a grade of C- at the end of the year to progress to Spanish IB in grade 8.

### **321M SPANISH 8 - 1B, level 3**

This course is a continuation of Level 1A. Students build upon the previous skills achieved in the areas of listening, speaking, reading, writing, and cultural understanding. Their language will become more accurate, refined, and complex. Students who successfully complete this course with a C-average or better fulfill the requirements of a Spanish I program and are ready to continue with Spanish II at Hingham High School. Extensive ancillary materials are used including videos, DVD's, CD's, workbooks, games, etc.

### **337M SPANISH 8 - IB, level 2**

With a more rigorous curriculum that is taught at a faster pace, this course is designed for the advanced student. Students must be willing to devote the necessary time and effort required of an honors program. Students build upon previous acquired skills and learn more complex grammatical structures. Extensive ancillary materials are used including videos, DVDs, CDs, games, etc. Additional literary readings will be assigned and discussed. Students who maintain a B-average will continue with Spanish II Honors.

### **324 SPANISH IA**

### **327 SPANISH IB**

Level 3/4 - 5 credits each

This is a two-year sequential course, which covers the complete Spanish I curriculum over a two-year period. Spanish IA covers the first half of the curriculum and the second half will be completed the following year in Spanish IB. The course introduces students to Spanish by building their speaking, listening, reading and writing skills along with an appreciation of the many cultures of the Spanish speaking world. The text emphasizes language as a tool not a topic and provides opportunities from the very beginning for students to express themselves in both oral and written form in Spanish. Students wishing to elect Spanish as their second foreign language will be placed in Spanish IA and switch to Spanish IB second semester.

### **325 SPANISH II**

Level 2 - 5 credits

This course will continue to develop the five skill areas: speaking, listening, reading, writing and culture; building on the foundation acquired in Spanish I. Emphasis is placed on producing and interpreting oral and written communication. Students will be expected to express themselves in both spoken and written language through progressive communicative activities. Culturally authentic readings and videos will enhance students' global awareness and encourage skill building. The Language Lab supports and enhances students' skills in Speaking, Listening, Reading and Writing in a variety of situations. This course is for advanced learners who have the potential to learn language concepts and complete assignments at an accelerated pace. Assignments are more challenging and lengthy.

### **326 SPANISH II**

Level 3 - 5 credits

This course begins with a fundamental review of the material from Spanish I and then moves into activities to improve proficiency in each of the five skill areas: listening, reading, writing, speaking and culture. Students are expected to express themselves in both written and spoken language. The Language Lab supports and enhances the students' acquisition of more advanced vocabulary and grammar concepts. Authentic realia and readings are included as a means of teaching culture and global awareness. Students' active participation in the target language is stressed.

### **328 SPANISH III**

Level 2 - 5 credits

This course is designed for the honors student who has successfully fulfilled the requirements to enroll in Spanish III honors. Students will continue to reinforce and further develop their proficiency in listening, speaking, reading, writing, and cultural understanding utilizing higher order thinking skills. The course is aligned with the Massachusetts Frameworks and promotes the learning of Spanish so that students are able to communicate with a level of proficiency that is comprehensible to native speakers globally. This course fosters an understanding and an appreciation of the cultures studied and their distinct beliefs. Honor students are expected to work at an accelerated pace individually, in pairs, or in small groups and will engage in classroom activities that enhance their level of language proficiency. Students are required to use the Virtuoso digital language lab as well as a home computer to access and complete activities that are provided in the instructional materials. \*Level 2 students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to more rigid scale than that of level 3 students.

### 329 SPANISH III

Level 3 - 5 credits

This course is designed for the student who has successfully fulfilled the requirements to enroll in a Spanish III upper standard course. Students will continue to reinforce and further develop their proficiency in listening, speaking, reading, writing, and cultural understanding utilizing higher order thinking skills. The course is aligned with the Massachusetts Frameworks and promotes the learning of Spanish so that students are able to communicate with a level of proficiency that is comprehensible to native speakers globally. This course fosters an understanding and an appreciation of the cultures studied and their distinct beliefs. Students are expected to work individually, in pairs, and in small groups, and engage in classroom activities that enhance their level of language proficiency. Students are required to use the Virtuoso digital language lab as well as a home computer to access and complete activities that are provided in the instructional materials.

### 330 SPANISH IV

Level 2 - 5 credits

This course is an intermediate-level program designed for the student who will continue language at the AP or Spanish 5 honors level. There is a comprehensive review of grammar and thematic vocabulary. The course will enable students to become proficient users of the target language. Students will refine their reading and writing skills through an extensive use of authentic short stories, poetry, and newspaper articles and commentary. Students are required to analyze and comment on this literature on an advanced level. Cultural exploration of the Spanish-speaking world is achieved through discussions and comparisons of attitudes, values, beliefs, and behaviors. Students in this class must show a desire to progress at a faster pace and be willing to devote more time to the study of Spanish.

### 331 SPANISH IV

Level 3 - 5 credits

This course is designed to be linguistically challenging and to further develop reading and writing skills. By using thematic vocabulary and situational themes, students develop a higher level of communication. Students continue to refine their knowledge of grammar. Incorporated into the program is a study of representative Spanish and Latin American artists and writers. Cultural exploration of the Spanish-speaking world is achieved through discussions and comparisons of attitudes, values, beliefs, and behaviors. A willingness to use the target language in class discussions and the ability to work independently are essential for success.

### 332 SPANISH V

Level 2 - 5 credits

Through dialogue, debate, and discourse of historical and contemporary themes relating to Spain and Latin America, students will develop an appreciation and comparison of

the global world in which we now live. College level texts, films, Spanish TV news programs, and news articles from Spanish-speaking countries are used to introduce students to Spanish and Latin American literature and contemporary issues. Students are expected to participate in class discussions, write essays and make presentations, interpret and explain the social and cultural differences of the peoples studied.

### 333 SPANISH V

Level 3 - 5 credits

Through dialogue, debate, and discourse of historical and contemporary themes relating to Spain and Latin America, students will develop an appreciation and comparison of the global world in which we now live. College level texts, films, Spanish TV news programs, and news articles from Spanish-speaking countries are used to introduce students to Spanish and Latin American literature and contemporary issues. Students are expected to participate in class discussions, write essays and make presentations, interpret and explain the social and cultural differences of the peoples studied.

### 334 A.P. SPANISH LITERATURE

Level 1 - 5 credits

This course is for juniors who wish to take both the AP Spanish Literature and the AP Spanish Language exams in May of their senior year. It is therefore, a two-year commitment. The course offers an in-depth study of Spanish literature written by a variety of authors required by the College Board. Students are expected to participate in class discussions, write essays, and give oral presentations in Spanish. The course challenges able students while providing them a means of obtaining college credit/or placement. Students are required to take the AP examinations.

### 335 A.P. SPANISH LANGUAGE

Level 1 - 5 credits

This course is designed for seniors who wish to take the AP Spanish Language Exam in May. The overall goal of the course, as set forth by the College Board, is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. The students' proficiency level is both comfortable and flexible. While not yet perfect in accuracy, the sophistication of their speech is noticeably greater. Extensive written and independent oral production is expected. The course thus challenges able students while providing them a means of obtaining college credit/or placement. Students are required to take the Spanish Language Advanced Placement Examination.



## LATIN

### 341 LATINI

Level 3 - 5 credits

The fundamentals of Latin grammar and syntax are presented along with a basic working vocabulary. Proper techniques of translation are introduced through sentences and short readings about the history/culture of classic civilizations. Considerable time is devoted to recognition and understanding English derivatives.

### 342,343 LATINI II

Level 2, 3 - 5 credits

A comprehensive review of Latin I is undertaken and some more complex grammatical points are expanded upon. Readings focus on characters from the first book as they experience the life and culture of Roman Britain and eventually Rome itself. Lengthy readings are used as transitional exercises before being introduced to authentic Latin readings. \*Level 2 students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to a more rigid scale than that of level 3.

### 344, 345 LATIN III

Level 2, 3 - 5 credits

After a comprehensive review of grammar, syntax and vocabulary, students will undertake the study of different genres of Latin prose literature. Students will learn about different aspects of Roman culture through the voices of authors such as Eutropius, Caesar, Cicero, Petronius and Pliny. In addition, students will analyze the works of the ancient authors and identify figures of speech, rhetoric, and syntax. The focus of the course will be the reading and translation of authentic Latin in a manner that reflects an understanding of Latin grammar and syntax. Through individual and group projects, students will also gain an understanding of the rich culture of the Roman world and its significant impact on later generations and the modern era.

\*Level two students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to a more rigid scale than that of level 3 students.

### 346,347 LATIN IV

Level 2, 3 - 5 credits

Following a comprehensive review of grammar, syntax and vocabulary, students will undertake the study of various Roman poets. Students will learn about different aspects of Classical culture and mythology through the voices of poets such as Catullus, Horace, Vergil and Ovid. Students will read works of ancient poetry and translate in an accurate manner which reflects an understanding of grammar and syntax. Students will analyze these works and identify figures of speech, rhetoric, and syntax. Students will learn about poetic meter and how to scan lines of poetry. In addition, students will explore Roman history and culture by completing projects individually or in groups.

\*Level 2 students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to a more rigid scale than that of level 3 students.

### 349 A.P. LATIN

Level 1 - 5 credits

The objective of this course is to master reading, translating, and understanding, analyzing, and interpreting Latin in the original text. Students are expected to be able to accurately translate into English the poetry or prose they are reading and to demonstrate an understanding of grammatical structures and vocabulary. Since an appreciation of Latin literature requires an understanding of the literary techniques of Latin writers and of poetic meters when appropriate, stylistic analysis is an integral component of the advanced work in this course. An A- average in Latin III is a prerequisite for this course. Students are required to take the A.P. Latin Literature exam and pay the required fee.



## CHINESE

### 350,352 CHINESE I

Level 2, 3 - 5 credits

This course focuses on handling everyday situations in both the written and spoken language. Students will learn Pinyin (the official phonetic system), simplified character formation, simple sentence structures, and pronunciation and tones. By the end of the course, students will have learned approximately 300 characters and will be able to engage in simple conversations. The course will be supplemented by an introduction to Chinese history and culture through a variety of activities including films and special presentations.

### 351 CHINESE II

Level 2 - 5 credits

This course reinforces the curriculum developed in Chinese I. Character writing and accuracy in pronunciation are emphasized. Students will be able to initiate and sustain short conversations about topics pertaining to daily life and communicate through short written texts. Students will also be able to communicate with a level of proficiency that will enable them to communicate with native speakers about basic topics. Students are expected to communicate with a higher degree of accuracy than students in the corresponding upper standard course and there is more emphasis placed on characters at the honors level.

### 353 CHINESE II

Level 3 - 5 credits

This course reinforces the curriculum developed in Chinese I. Accuracy in pronunciation is emphasized and students will improve their ability to use Chinese characters to communicate. Students will be able to initiate and sustain short conversations about topics pertaining to daily life and communicate through short written texts in a combination of characters and pinyin. Students will be able to communicate with a level of proficiency that will enable them to communicate with native speakers about basic topics.

### 354,355 CHINESE III

Level 2, 3 - 5 credits

This course continues to reinforce and enhance communication skills to improve proficiency. Students engage in conversation, express opinions, and interpret written and spoken language. They learn more complex sentence patterns and grammatical structures. Chinese idioms are introduced through interactive activities.

\*Level 2 students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to a more rigid scale than that of level 3.

### 358,359 CHINESE IV

Level 2, 3 - 5 credits

This course continues to reinforce and enhance communication skills to improve proficiency. Students engage in conversation, express opinions, and interpret written and spoken language, with a particular emphasis on interpretation of authentic materials and conversation in real-life situations. They learn more complex sentence patterns and grammatical structures. Students examine the cultural contributions of China and discuss current cultural, political, and economic topics of interest. Interested students will be given the option to take the Chinese AP exam.

\*Level 2 students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to a more rigid scale than that of level 3.



## INDUSTRIAL TECHNOLOGY

Working within the framework and aims of general education, Industrial Technology develops an appreciation of a variety of tools, materials and processes. Industrial Technology courses provide students with real-world, hand-on learning experiences. Consumer values and leisure time pursuits are brought to the attention of students as they are soon to be active citizens, wage earners, and purchasers of the products of industry. All Industrial Technology courses are open to both girls and boys. By exposure to experiences designed to explore various trade, management, and entrepreneurial experiences, academically-oriented students have the opportunity to select Industrial Technology courses which will also be of value to them in their college careers. Courses in this department address all seven Student Learning Expectations.

### 701M WOOD TECHNOLOGY

Grades 7&8 - 2 periods

This exploratory course provides the student with a basic introduction to woodworking using a variety of hands-on activities. The student will develop the necessary skills to use a variety of hand and power tools safely. By building various projects, students will be offered many opportunities to employ 21st Century skills such as: critical thinking, problem solving, creativity, collaboration, teamwork, communication and self-direction.

### 702M TECHNOLOGY EDUCATION

Grades 7&8 - 2 periods

Technology Education is designed to introduce the student to hands-on learning using the social, cultural, and environmental aspects of different technologies. These include, but are not limited to, aerodynamics, rocketry and flight, structural design, graphic arts, communications, research and development. The student will further develop the necessary skills to use a variety of hand and power tools safely.

### 722 TECHNOLOGY EDUCATION I

Grades 9-12 - 2.5 credits

In this course, students rotate through the three areas: mechanical drawing, woodworking technology, and small gas engines.

**Mechanical drawing** is integrated with woodworking. Students learn the proper use of standard equipment and how to draw one, two and three view drawings. Organization, neatness, and clarity are stressed as well as accuracy in all work.

In **woodworking technology**, students are exposed to the fundamental process of woodworking. Emphasis is placed on the safety rules pertaining to knowledge of parts and operation of the jointer, surface planer, band saw, and circular saw. Students are involved with a take-home project.

In the **transportation** segment students will study the small four-stroke cycle gasoline engine commonly found on lawn mowers. Emphasis will be on developing an understanding of related theories, proper engine operation and maintenance, safe working habits and consumer awareness. Through the safe use of shop tools and the design process, students will construct a transport vehicle. This activity is designed to provide open-ended problem solving. Students will explore Newton's Law of Motion, electric circuits, air pressure, weight distribution, power, and aerodynamics.

### 729 CONSUMER AUTOMOTIVES

Grades 11-12 - 2.5 credits

This introductory course is for girls and boys who have had no prior experience in technical areas and is designed to reduce the "mystery" surrounding basic automobile maintenance and repair. Emphasis will be placed on preventive maintenance, use of the owner's manual for the vehicle, basic service, replacement of parts which may be done at home, and vehicle inspection and evaluation. Students will gain skill on a computer-operated system designed for cost repair estimates, troubleshooting, and maintenance. This course may not be taken after the completion of or currently with Power Technology I.

### 731 WOODWORKING TECHNOLOGY I

Grades 9-12 - 2.5 credits

This course provides the student with an introduction to woodworking using a variety of hands-on activities. The students will develop the necessary skills to use a variety of hand and power tools safely. Then they will advance to a class structure project. Creativity is encouraged through the design and construction of various projects including individual, mass production and problem solving activities.

### 732 POWER TECHNOLOGY I

Grades 11-12 - 5 credits

This is a direct entry course open to 11th and 12th grade boys and girls. Working in small groups or individually, students will study the theory of operation and basic maintenance of the car. Emphasis will be on the current four-stroke cycle gasoline engine and its lubrication, cooling, and electrical systems. Also included will be basic service facility procedures such as vehicle inspection, tire changing and service, vehicle evaluation, and the use of various related repair manuals. Career opportunities will be examined as each area is covered. Students will be introduced to the computer operated diagnostic system for the purpose of auto repair and maintenance.

### 733 WOODWORKING TECHNOLOGY II

Grades 9-12 (2.5 credits)

In this course, an entire semester is devoted to student-selected projects of major proportions. The students may choose to pursue areas previously experienced such as furniture making, household accessories, sports equipment, etc; or explore completely new areas such as wood carving,

laminating wood and plastics, advanced wood finishing procedures, boat building, pattern making, upholstering, or the study of lumber, its products, and related materials. This course may be repeated for full credit with instructor's approval.

**743 POWER TECHNOLOGY II**  
Grade 12 (5 credits)

Power Technology will continue with the theory and repair of the automobile begun in Power Technology I. Studies will include, but not be limited to, electronic diagnosis and tune-up procedures using the oscilloscope and exhaust gas analyzer, operation and maintenance of the pollution control system, the fuel system, the steering and suspension system, the charging system, and the starting system. Future schooling and/or employment possibilities will be explored throughout the course. Students will continue to develop their computer-assisted diagnosis of auto repair and maintenance.

**Technical Drawing I, II, and III are recommended for students interested in engineering**

**751 TECHNICAL DRAWING I**  
Grades 9-12 - 2.5 credits

This course involves mechanical and architectural drawing. Mechanical drawing will explore geometry in drafting, line technique, dimensioning, and pictorial drawings that include orthographic projections. Architectural drawing will include kitchen bath design and residential floor planning. Students will use paper and pencil and computer assisted design (CAD) for their drawings.

**752 TECHNICAL DRAWING II**  
Grades 9-12 - 2.5 credits  
Prerequisite: successful completion of Technical Drawing I

This course involves mechanical and architectural drawing. Mechanical drawing will include sectional views, hidden views, and shop drawings. Students will explore the design process, and use problem solving and engineering techniques. Architectural drawing will include drawing a full set of house plans (2000 sq. ft.) per scale. Students will design door, window, and electrical schedules. Plot plans with utilities will be explored. Most of the drawings will be done on CAD.

**753 TECHNICAL DRAWING III**  
Grades 10-12 (2.5 credits)  
Prerequisite: successful completion of Technical Drawing I & Technical Drawing II

This advanced course involves mechanical and architectural drawing. Mechanical drawing will explore advanced geometry, threads, fasteners, and perspective drawings. Architectural drawing will involve residential floor planning along with plot planning and housing development. Light commercial building will be explored. Most of the drawings will be done on CAD.

**781 GRAPHICS 1**  
Grades 9-12 - 2.5 credits

Graphics 1 is a one semester introduction to Graphic Design, Digital Photography and Screen Printing. We will use Adobe Photoshop, Illustrator, scanning software and multiple types of printers to improve our understanding of visual hierarchy and design.

**784 GRAPHICS 2: DESIGN**  
Grades 9-12 - 2.5 credits

Prerequisite: successful completion of Graphics I  
Students build upon what is learned in Graphics 1 to begin creating and designing their own items such as CD Package Design, DVD Package design, International Advertising, posters, t-shirts and other printed items.

**782 GRAPHICS 2: PHOTOGRAPHY**  
Grades 9-12 - 2.5 credits

Prerequisite: successful completion of Graphics I  
Graphics 2: Photography is a course that builds on the skills learned in Graphics 1 in the area of Digital Photography. Traditional 35mm black & white photography is also introduced in conjunction with the dark room. By completing projects that are more theoretical in nature, students will begin to have a true photographic voice.

**783 GRAPHICS 3**  
Grades 11&12 - 5 credits

Prerequisite: B+ Average or better in both Graphics 2: Design & Graphics 2: Photography  
Upon completion of ALL of the courses listed above with a B+ average or better, students may select this full year course, which meets somewhat as an independent study for the most part during any period of the day the student has free. Students complete real world freelance projects, many of which are for school related activities such as Drama Posters, Music Event Posters, tickets, DVD packaging, posters and t-shirts. Students are expected to be independent thinkers & self-motivated.

**791 CONSTRUCTION TECHNOLOGY**  
Grades 10-12 - 15 credits

A student selecting this program will spend one half of the school day at an off-campus site in a supervised work/training experience. During the second half of the school day, the student will schedule a minimum of three classes at Hingham High School. Construction Technology will provide an opportunity to explore a wide range of construction skills in trades such as architectural design, carpentry, electricity, welding, sheetmetal fabrication, machine shop, interior design, and decorating. Hands-on experiences will be offered, and students will assist in the renovation of structures and other construction projects.

## LIBRARY MEDIA

The Library Media Center is the resource center of the school. It provides students and teachers with a diverse collection of print, non-print, and electronic resources that support and enhance the curriculum. The Library Media Center also provides the facilities and equipment for the duplication and reproduction of print materials, video and audio tapes, overheads and slides. It also has a television studio and control room from which school announcements, events, and educational programs are produced and broadcast over local school television or cable.

In the courses in television production, students receive instruction in video composition, camera operation, and video editing. They are also introduced to all aspects of the TV studio production from production roles to techniques in lighting, sound, graphics and video mixing. Students also learn how to do linear and non-linear video editing. Students are expected to work in small groups on a variety of video projects from promos to highlights and creative films to documentaries. Students also explore and learn about careers in television broadcasting and journalism. All courses in this department address Student Learning Expectations 3 and 4.

The courses in television production, broadcasting, and video editing will encompass the following:

1. To teach students the basics of camera operation, video editing, lighting, sound, and video mixing and production.
2. To explore and analyze the different techniques and approaches used in commercial television and films.
3. To learn how to operate and use each piece of equipment in the television studio.
4. To learn how to perform various roles involved in producing a television show or news broadcast - i.e. camera person, sound engineer, and video editor.
5. To utilize their knowledge in video editing and production to assist teachers and students with their video projects.
6. To video tape school events and edit them into news pieces.
7. To learn how to create and maintain the school bulletin board.
8. To develop an awareness of the career opportunities available in the media, television, and film industries.

### 097 TELEVISION PRODUCTION I

Grades 9-12 - 2.5 credits

The course is divided into two sections: field production and studio production. In field production, students will develop basic skills and knowledge in video composition, camera operation, and video editing. Highly sophisticated video editing software, Final Cut Express, will be introduced, practiced, and dissected. Students will also create and assemble Quick-Start manuals for the technologies learned, including Final Cut Express. Studio production will cover three-camera switching and talk-show segment producing. Students will learn to chroma-key in studio. In addition to the hands-on assignments, students will be required both to read and write materials related to video production. This will include developing media literacy skills, which encourage students to ask questions about the media they consume.

### 099 TELEVISION PRODUCTION II

Grades 10 - 12 - 2.5 credits

Prereq. - TV Production I

This course is open to students who earned at least a B in TVPI. Students enrolled in TVPII will work together to produce *The Friday Show* every week. *The Friday Show* is composed of video shorts that originate in this class, as well as pieces from other sources, such as TVPI. Each video

piece is juried for appropriateness by a panel comprised of both students and faculty. Students will work with the same small group all semester. Each class begins and ends with a short production meeting (5-10 minutes), where the group reports to the teacher on its production status. At the earlier meeting, students must be prepared to talk about what stage of production the group is in (pre-production, production, post-production), and exactly what needs to be accomplished during that class time in order to meet the deadline (end of class every Thursday). The end of class meeting is to troubleshoot any problems, discuss any anticipated hurdles, and arrange for approval of any piece in question.

Having mastered many of the production techniques in TVPI, in TVPII students are given more creative freedom when selecting assignments. Skills learned in TVPII often involve time management, work relationships, and response to real world assessment and criticism from students and teachers as audience members.

### 096 SENIOR VIDEO

Prereq. – TV Production II

Grade 12 - 2.5 credits

This course is for those seniors who want to use their video production skills to help produce the Senior Video Yearbook. They will be involved in planning, filming and editing video segments for the final senior video.

## MATHEMATICS

The secondary mathematics curriculum in Hingham is designed to fulfill the following general objectives in addition to meeting graduation requirements. The objectives are to help students to

- Prepare for future formal study in mathematics and related fields
- Acquire the mathematical skills, reasoning ability, and practical knowledge needed to identify, analyze, and solve problems in the world of work, in daily life, and for success on the MCAS
- Develop an appreciation for the role of mathematics in business and in our ever-changing global scientific and technological society
- Learn and apply mathematics skills and strategies in authentic problem-solving situations and to effectively communicate those applications analytically, numerically, graphically, and verbally.

Whether or not the above objectives are achieved depends upon several factors, the most important of which is how well the students apply themselves.

All courses in the mathematics department address all HHS Expectations for Student Learning. Specific ways in which the expectations are addressed are listed in the curriculum guides for each course. Copies of these curriculum guides are available from the department director.

There are several typical sequences of courses that students can follow. These courses are listed with suggested grade level. However, each course is open to any student who has completed the prerequisite(s) for that course. Students may move out of sequence from one year to the next.

### Typical Sequences – 2012-2013

Sequence	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A	L2 Pre-Algebra	L2 Honors Algebra I	L2 Honors Geometry	L2 Honors Algebra 2	L2 Honors Pre-Calculus	AP Calculus or AP Statistics or L2Calculus
B1	L3 Math 7	L3 Math 8 with Algebra  (New course, 2012-2013)	L3 Algebra Quadratic Emphasis  (New course, 2012-2013)	L3 Geometry	L3 Algebra 2 with Conics  (Replaced with <i>Algebra with Trig</i> in 2013-14)	L3 Pre-Calculus, Analysis or L2 Calculus if Pre-Calculus in Grade 11
B2	L3 Math 7	L3 Math 8	L3 Algebra Linear Emphasis	L3 Geometry	L3 Algebra 2	Topics and Statistics
C			L3 Algebra Linear Emphasis	L3 Algebra Linear Emphasis (repeated)	L4 Basic Geometry	Math Survey or L3 Algebra 2

## SEQUENCE A

This sequence of courses is designed for the student with outstanding ability and high interest and motivation in mathematics. The student must be able to work and study on his/her own. Students are expected to maintain at least a “B” average or better to remain in the sequence. This sequence of courses requires a student to use logic and deductive and inductive reasoning consistently to solve and analyze problems and be able to communicate this mathematical reasoning in written and oral form.

## SEQUENCE B1

This sequence of courses is designed for the student who has the interest and ability to complete a challenging four-year college preparatory program in mathematics. Mathematics courses required by even the most demanding colleges are offered in this sequence. This sequence is fully aligned with the 2011 Massachusetts Curriculum Frameworks in Mathematics. This sequence supports students in developing and practicing skills that are used to identify, analyze, and solve problems mathematically. It also supports students in communicating their analysis and solutions symbolically, verbally, graphically, and numerically.

## SEQUENCE B2

This sequence of courses is designed for students who have the interest and ability to complete a strong four-year college preparatory program in mathematics but who have weaknesses in learning from prior mathematics courses and consequently need to review prior mathematics as well as learn new material. All standards on the 2011 Massachusetts Curriculum Frameworks in Mathematics are covered, but the emphasis in these courses is on the most important ones. It is the intention of Hingham’s Mathematics Department that students in this sequence will be well prepared to demonstrate proficiency on state-mandated exit exams, but these courses may not prepare students for advanced standing. This sequence supports students in developing and practicing skills that are used to identify, analyze, and solve problems mathematically. It also supports students in communicating their analysis and solutions symbolically, verbally, graphically and numerically.

## SEQUENCE C

This sequence is designed for the student who needs to reinforce Algebra 1 skills before attempting Algebra II. Some students may choose to take Math Survey rather than Algebra II, but Math Survey does not meet the entrance requirements for most colleges. Some students will elect this sequence because they are preparing for schooling or work that does not require a formal study of algebra and geometry.

## LEVELS 1 AND 2 COURSES

### 401M PRE-ALGEBRA

Grade 7 - Level 2

This is a pre-algebra course intended for students who will study honors level Algebra 1 in Grade 8. It is fully aligned with the Common Core Standards for Accelerated 7<sup>th</sup> Grade. There are four critical areas. Students develop a unified understanding of rational numbers and they use and solve linear equations and systems of linear equations. They perform statistical comparisons of different populations and do a great deal of work in geometry. Independent projects will be required and expectations are demanding in terms of homework and independent study.

### 404M ALGEBRA I

Grade 8 - Level 2

Prerequisite: C or better in L2 Pre-Algebra, B or better is strongly recommended

This is a full year, rigorous and fast paced Algebra I course, fully aligned with the 2011 Massachusetts Curriculum Frameworks in Mathematics. Students will analyze and use linear, quadratic, and exponential functions and solve linear, quadratic, and exponential equations and systems of equations. They also will study absolute value, step, and piecewise defined functions and use regression techniques to model data. Lab experiments and original projects are required.

### 421 GEOMETRY

Grade 9 - 5 credits - Level 2

Prerequisite: C or better in L2 Algebra 1, B or better strongly recommended

This is a rigorous proof-based course in Euclidean Geometry, fully aligned with the 2011 Massachusetts Curriculum Frameworks in Mathematics. Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments in the form of deductive proofs about geometric relationships. This course develops students’ ability to read purposefully as they apply definitions and theorems to specific situations. Students’ ability to write effectively in geometry is developed as they answer open-response questions, explain a contradiction or write a comparison of geometric shapes. Students develop the ability to communicate effectively in class as they explain the logic behind a given proof. Throughout the course students must identify and analyze the salient aspects of a proof or problem in order to apply pertinent theorems and definitions. Some topics covered include congruence and similarity of polygons and circles, perpendicularity and parallelism of lines and planes, geometric constructions, properties of polygons and circles, coordinate geometry, area, perimeter and volume, transformations of geometric figures, right triangle trigonometry including the Laws of Sines and Cosines, conic sections, and probability of compound events.

**425 ALGEBRA II**

Grade 10 - 5 credits - Level 2

Prerequisite: C or better in Algebra I L-2 and Geometry L-2, B or better is strongly recommended.

This is a rigorous second-year algebra course preparing students for advanced pre-calculus. It is fully aligned with the 2011 Massachusetts Curriculum Frameworks in Mathematics. Students will analyze linear, quadratic, rational, exponential, logarithmic, radical, and periodic functions in the real and complex number systems. Students also extend their previous knowledge of statistics. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them and to make decisions” is at the heart of this course. The course requires proficiency in symbol manipulation and the application of advanced algebra to word problems. There are several projects during the year requiring students to communicate solutions in a written format. Graphing calculators are used frequently for class and homework.

**439 PRE-CALCULUS**

Grade 11 - 5 credits - Level 2

Prerequisite: C in Algebra II L-2, B is strongly recommended.

This course consists of a half year of trigonometry followed by a half year of advanced topics in algebra including permutations, combinations and probability, logarithmic and exponential functions, and polynomial functions (including derivatives). Also included are units in analytic geometry and curve sketching. A major project is assigned each term. These projects tie together all four academic student expectations from Hingham High’s Mission Statement. This challenging course is intended for students who intend to take Advanced Placement Calculus the following year or Level 2 Physics during the current year. Students also may complete this course and then take Calculus (Level 2), Analysis II (Level 3), or AP Statistics. A prerequisite of C or better in Algebra II (Level 2) is required and a grade of B or better is strongly recommended. Graphing calculators are required in class and for homework. The order of topics in Level 2 and Level 3 Pre-Calculus is very different. Even if there is room in Level 3 sections, it is not possible to switch from Level 2 to Level 3 after the eighth week of school.

**441 CALCULUS**

Grade 12 - 5 credits - Level 2

Prerequisite: C in Pre-Calculus L-2 or B in Pre-Calculus (L-3).

This course covers the same topics as in AP Calculus (AB). However, the pacing is different and the class will cover the course in four terms rather than using term 4 to review for the A. P. exam. There also is decreased emphasis on preparation for the type of multiple-choice questions that appear on the AB exam. Students will receive the equivalent of a one semester college calculus course unless they drop the course term 4 to do a Senior Project.

**442 AP CALCULUS (AB)**

Grade 12 - 5 credits - Level 1

Prerequisite: C in Pre-Calculus L-2 or A- in Pre-Calculus (L-3).

This is a college-level course following the Calculus AB outline as presented by the College Entrance Examination Board. At least five hours of preparation outside the classroom are required per week. Students must take the Advanced Placement examination (AB). Graphing calculators are used extensively and are required for the A. P. exam.

**443 AP CALCULUS (BC)**

Grade 12 - 5 credits - Level 1

Prerequisite: Departmental approval

This is a college-level course following the Calculus BC outline as presented by The College Board. (Calculus BC is the more extensive of two Advanced Placement programs in Calculus.) At least six hours per week outside preparation is necessary. The Advanced Placement examination (BC Level) is required. Graphing calculators are used extensively and are required for the A.P. exam.

**445 AP STATISTICS**

Grades 11 or 12 - 5 credits - Level 1

Prerequisite: C in L2 Algebra 2 and taking Pre-Calculus concurrently or C in L2 Pre-Calculus or B- in L3 Pre-Calculus

This is a college level course following the statistics outline as presented by The College Board. It is an honors course and at least five hours of preparation outside the classroom is required per week. The Advanced Placement examination is required. AP Statistics is a very different course from other math courses and places much more emphasis on the mission statement expectation that students be able to write effectively. Consequently a prerequisite is that students have completed 90% of the assigned homework in their current year’s math course. Graphing calculators are used extensively and are required for the A.P. exam.

**LEVEL 3 COURSES****402M MATH 7**

Grade 7 - Level 3

As required by the 2011 Massachusetts Curriculum Frameworks in Mathematics, instructional time in Grade 7 focuses on four critical areas. (1) Students develop understanding applications of proportional relationships. (2) They develop understanding of operations with rational numbers and work with expressions and linear equations. (3) They solve problems involving scale drawings and informal geometric constructions. They work with two- and three- dimensional shapes to solve problems involving area, surface area, and volume. (4) Students draw inferences about populations based on samples. Students who attain strong success in this course will take Math 8 with Algebra in 8<sup>th</sup> grade.

**400M MATH PREP 7**

Students who earned *warning* or low *needs improvement* scores on their Grade 5 MCAS will be required to schedule an additional two periods of math in each six-day cycle. These extra classes will preview the regular class material, remediate skills weaknesses, provide organizational support, and assist students in preparing for tests and projects.

**406M MATH 8**

Grade 8 - Level 3

This course will emphasize priority topics of the 2011 Massachusetts Curriculum Frameworks in Mathematics as well as provide for review and strengthening of mathematics learned in previous years. The priority topics include (1) Solving linear equations and systems of equations. (2) Grasping the concept of a function and using functions to describe quantitative relationships. (3) Analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence. (4) Understanding and applying the Pythagorean Theorem. Students who successfully complete this course will be prepared for Algebra 1, Linear Emphasis in Grade 9.

**413M MATH PREP 8**

Students who earned *warning* or low *needs improvement* scores on their Grade 6 MCAS will be required to schedule an additional two periods of math in each four-day cycle. These extra classes will preview the regular class material, remediate skills weaknesses, provide organizational support, and assist students in preparing for tests and projects.

**405M MATH 8 WITH ALGEBRA**

Grade 8 – 5 credits – Level 3

This course replaces the Level 3 Algebra 1 course offered in previous years at the eighth grade level. It includes approximately 2/3 of the content of the old Level 3 Algebra 1 course and, in addition, covers all the material expected to be taught in Grade 8 under the 2011 Massachusetts Curriculum Frameworks for Mathematics. Students should take this course if they plan to take high school mathematics courses that are fully aligned with the 2011 Frameworks. There are three critical areas of instruction. Students use linear equations, linear functions and systems of linear equations to represent, analyze, and solve a variety of problems. Students grasp the concept of a function and translate among verbal, numerical, graphical, and symbolic representations of functions. Students use ideas about distance, angles, geometric transformation, similarity, congruence and the Pythagorean Theorem to solve problems.

**415 ALGEBRA – LINEAR EMPHASIS**

Grades 9-12 - 5 credits - Level 3

Prerequisite: Successful completion of L3 Math 8

This is a full-year college-preparatory Algebra I course. Students will analyze and use linear and quadratic functions as well as solve linear and quadratic equations. They also will

study solving systems of equations, absolute value functions, and the use of regression techniques to model data. Real life applications are emphasized through both word problems and projects. Ninth graders not earning at least a C- in this course should repeat Algebra I – Linear Emphasis or take Algebra 1 – Quadratic Emphasis in Grade 10. Students earning at least a C- will be prepared for L3 Geometry in Grade 10 and L3 Algebra 2 in Grade 11.

**416 ALGEBRA - QUADRATIC EMPHASIS**

Grades 9-10 - 5 credits - Level 3

Prerequisite: Completion of Level 3 Algebra 1, B or better in Math 8

This course will cover all standards of the 2011 Massachusetts Curriculum Frameworks in Mathematics as well as provide for review and strengthening of mathematics learned in Level 3 Algebra 1. The critical areas of this course are (1) Deepening and extending the understanding of linear and exponential relationships (2) Contrasting linear and exponential relationships with each other and engaging in methods of analyzing, solving, and using quadratic functions (3) Extending the laws of exponents to include square and cube roots (4) Applying linear models to data that exhibit linear trends. Students who successfully complete this course will be prepared for Geometry L3 and a new course, Algebra with Trigonometry, which will be introduced in the 2013-14 school year. Students who have previously taken L3 Algebra 1 will receive full credit for then taking this course, Algebra – Quadratic Emphasis.

**419 GEOMETRY**

Grades 9-12 - 5 credits - Level 3

Prerequisite: C- or better in Algebra 1

In this course, students will study the properties of geometric figures in a plane and in space. The priority topics include (1) establishing criteria for congruence of triangles; (2) establishing criteria for similarity of triangles based on dilations and proportions (3) informally developing explanations of circumference, area, and volume formulas; (4) applying the Pythagorean Theorem to the coordinate plane; (5) proving basic geometric theorems; (6) extending work with probability. A strong background in algebra is recommended as algebra is used throughout the course.

**423 ALGEBRA II**

Grades 10-12 - 5 credits - Level 3

Prerequisite: C- or better in Algebra I.

Topics studied in this course include graphs of relations and functions, analysis of linear functions, systems of equations and inequalities, properties of the real and complex numbers, probability and statistics, quadratic functions and equations, exponential, logarithmic, polynomial, and rational functions. Problem solving skills and real life applications are emphasized. Graphing calculators are required. The C- prerequisite in Algebra 1 is required to assure a good foundation for the successful study of a second year of algebra. Students who plan to take Pre-Calculus should take Algebra II with Conics instead of this course.

### 423C ALGEBRA II WITH CONICS

Grades 10-12 - 5 credits - Level 3

Prerequisite: C- or better in Algebra I, B or better in Algebra I (strongly recommended).

This course is intended for students with a strong background in Algebra I who are planning to go on to Pre-Calculus and Calculus. Topics studied in this course include graphs of relations and functions, analysis of linear functions, systems of equations and inequalities, properties of the real and complex numbers, probability and statistics, quadratic functions and equations, exponential, logarithmic, polynomial, and rational functions. A study of conic sections will be included. Problem-solving skills and real-life applications are emphasized. Graphing calculators are required. A strong background in Algebra I is required. Algebra II with Conics takes topics in a different order from L3 Algebra II. Consequently changes cannot be made after the first two weeks. 2012 - 13 will be the last year this course is offered. In 2013 - 14 this course will be replaced by Algebra 2 and Trigonometry, based on the 2011 Massachusetts Curriculum Frameworks in Mathematics.

### 430 PRE-CALCULUS

Grades 11-12 - 5 credits - Level 3

Prerequisite: C or better in Algebra II with Conics (B or better is strongly recommended) or completion of Introductory Statistics and Topics in Mathematics

This course emphasizes special functions and curve sketching. During the first semester this course covers the concepts of functions and their inverses. Polynomial functions and rational functions are studied in depth as well as exponential and logarithmic functions. Also included are topics from analytic geometry, including conic sections. The course also covers sequences, series, and the Binomial Theorem. Second semester focuses on topics in trigonometry including sketching trigonometric functions and their inverses, trigonometric equations and identities, solving triangles, and polar coordinates. Success in this course requires a strong algebra and geometry background. Graphing calculators are used extensively. Students may take the first semester only of this course and receive 2.5 credits. Students cannot drop this course to do a Senior Project if they expect to take calculus as college freshmen.

### 431 INTRODUCTORY STATISTICS and TOPICS IN MATHEMATICS

Grades 11, 12 - 5 credits - Level 3

Prerequisite: Algebra II or Algebra II with Conics

This course includes an introduction to statistics. The purpose is not to provide a college-level statistics course, but to prepare students with the statistical understanding needed to become responsible members of a democratic and ever-changing global society. In addition, during first term, there is a review of algebra and geometry in preparation for SAT's. Statistics topics studied include frequency distributions, probability, measures of central tendency and variability,

applications of the binomial and a normal probability distribution, correlation, sampling and estimation theory, and linear regression. Project work and applications in which students effectively communicate their learning will be required. The second half of the course will have less emphasis on statistics and will continue to review and extend the work of Algebra II, in preparation both for taking pre-calculus the following year and for spring College Boards. Graphing calculators are required.

**NOTE:** If students have successfully completed Pre-calculus, they may not take this course for additional graduation credits. If students have earned a B or better in any Algebra II course, they may not take this course for graduation credit.

### 435 ANALYSIS

Grade 12 - 5 credits - Level 3

Prerequisite: C- or better in Pre-Calculus

Topics include a review of algebra and analysis: linear equations, complex numbers, some conic sections, higher degree polynomials, synthetic division, the Rational Root Theorem and the Remainder Theorem. There is also a quick survey of topics in statistics: central tendency, spread, grouped data, normal distributions, confidence intervals and regression. The remainder of the course is given over to an introduction to limits and elementary differential calculus. This course is intended for students who wish to continue in mathematics but who do not wish to take calculus in high school. This course is also intended to be a foundation for future work in college-level mathematics courses and to strengthen and maintain current skills.

## LEVEL 4 COURSES

### 417 BASIC GEOMETRY

Grades 10-12 - 5 credits - Level 4

Prerequisite: Alg. I

This is a course in applied geometry. Formulas and theorems are demonstrated without formal proof. Most of the topics from Geometry (416) are covered but with a less formal approach. Algebraic skills are reviewed and reinforced. This course covers all the geometry topics included on the mathematics portion of the SAT I.

### 437 MATH SURVEY

Grades 11-12 - 5 credits - Level 4

Prerequisite: Basic Geometry or Geometry

This is a survey course covering number sequences, graphs of straight lines and curves, logarithms, permutations, combinations, and some probability and topology. Topics are treated through inductive reasoning and discovery. A review of some fundamental concepts of elementary Algebra is included, but this is not a modified Algebra II course. Students planning to attend a college which specifically requires two years of Algebra should not take this course. Calculator use is encouraged on a daily basis. The course includes some web-based instruction.

## MUSIC

All courses in this department address Student Learning Expectations 1, 3 and 6. Students must be enrolled in a performing ensemble in order to be eligible to participate in any department-sponsored field trips or regional music festivals such as those sponsored by SEMSBA and MMEA.

### **961M GRADE 7 CONCERT BAND**

This elective course is open to all students in grade seven who have completed two or more previous years of band instruction, or can demonstrate an equivalency at the discretion of the director. The course develops the students' understanding of and familiarity with the fundamental elements of music performance, with an emphasis on style, rhythmic accuracy, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in two large sections every other day, and students perform in three concerts during the school year.

### **962M GRADE 8 CONCERT BAND**

This elective course is open to all students in grade eight who have completed three or more previous years of band instruction or can demonstrate an equivalency at the discretion of the director. The course continues to develop the students' understanding of and familiarity with the elements of music performance, with an emphasis on style, rhythmic accuracy, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in two large sections every other day, and students perform in three concerts and an optional festival during the school year.

### **965 CHAMBER WINDS**

Grades 9-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, experience rehearsal in the chamber music setting, and explore diverse and challenging repertoire. There are two major concerts each year, and students may have the opportunity to perform nationally or internationally on tour.

### **966 WIND ENSEMBLE**

Grades 9-12 – 5 credits

Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. Students may only enroll in this class with teacher recommendation or by audition.

### **967 CONCERT BAND**

Grades 9-12 – 5 credits

Students learn basic skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. This class is designed to prepare students for Wind Ensemble.

### **968 JAZZ BAND**

Grades 9-12 - 1 evening - 1.25 credits

This ensemble represents instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, performing alone and with others, improvisation, and developing their instrumental technique, with specific attention paid to the varied stylistic concerns of jazz music. There are two major concerts each year.

### **971M MIDDLE SCHOOL CHORUS**

Grades 7, 8 - 2 periods

All students are invited to participate in this performance-oriented choral ensemble. The focus of the grade seven and eight chorus is to continue the development of music reading skills, voice development, and musicianship. Students will sing in three parts with some literature having a fourth part. The chorus performs two concerts during the school year (winter and spring) and attendance counts toward the class grade.

### **978 CHAMBER SINGERS**

Grades 9-12 - 1 morning - 1.25 credits

This choral organization is the select performing ensemble associated with Concert Chorale. Chamber Singers will meet one morning per week before school. Music performances are a required part of the Chamber Singers program. These vocalists will be selected by audition in the fall.

### **974 CONCERT CHORALE**

Grades 9-12 – 5 credits

Students learn basic skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. This chorus is designed to prepare students for Mixed Chorus.



**976 MIXED CHORUS**

Grades 10-12 - 5 credits

Students learn intermediate skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. One year of high school chorus and recommendation from the director is a prerequisite for enrollment in Mixed Chorus.

**977 CHORAL SPECTRUM**

Grades 10-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced vocal students in grades 10-12 who are accepted by audition only. Students learn advanced skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. Choral Spectrum members must be enrolled in Mixed Chorus.

**981M MIDDLE SCHOOL STRING ORCHESTRA**

Grades 7-8 - 2 periods

These grade-level ensembles continue to develop the basic skills and techniques of music reading, string technique, performing skills, and rehearsal etiquette. There are three major performances each year, and students have the opportunity to perform for adjudication at a local festival. Required commitments for this ensemble may include some after-school rehearsal time in preparation for performances.

**983 ORCHESTRA**

Grades 10-12 - 5 credits

This course is available to all string students in grades 10-12 who have previous experience playing their instrument. Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. There are four major performances each year, and students have the opportunity to perform and compete nationally or internationally on tour.

**984 CHAMBER PLAYERS**

Grades 10-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced string students in grades nine through twelve. Students learn advanced skills of reading music, performing alone and with others, and developing their instrumental technique through the intensive study of classic chamber repertoire. Chamber Players rehearses one evening a week and may have other out-of-school rehearsals in preparation for performances.

**IMPORTANT:** Students must be enrolled in Orchestra or Freshman Orchestra in order to be eligible for Chamber Players. Students will be selected by audition only.

**987 FRESHMAN ORCHESTRA**

Grade 9 - 5 credits

This course is available to all string students in grade nine who have previous experience playing their instrument. Students learn basic skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. There are four major performances each year, and students have the opportunity to perform and compete nationally or internationally on tour. This course is designed to prepare students for Orchestra.

**988 FRESHMAN CHAMBER PLAYERS**

Grade 9 - 1 day per cycle - 0 credits

This ensemble represents the most advanced string students in grade nine. Students learn intermediate skills of reading music, performing alone and with others, and developing their instrumental technique through the intensive study of classic chamber repertoire. Freshman Chamber Players rehearse one day per cycle during the designated Freshmen Orchestra block and may have other out-of-school rehearsals in preparation for performances.

**IMPORTANT:** Students must be enrolled in Freshman Orchestra in order to be eligible for Freshman Chamber Players. Students will be selected by audition only.

**950 ART OF LISTENING**

Grades 9-12 - 2.5 credits

This course develops consumers of music through in-depth study of significant musical works throughout history. Repeated listening to the same work or album, combined with historical, biographical, and cultural exploration will heighten the appreciation and enjoyment of music. Previous units of study have included *Missa Pange Lingua* by Josquin, Symphony No. 5 by Beethoven, String Quartet No. 8 by Shostakovich, *Kind of Blue* by Miles Davis, *Magical Mystery Tour* by the Beatles, *Thriller* by Michael Jackson, and Caribbean music.

**955 AP MUSIC THEORY**

Level 1 - 5 credits

Prereq. - A in Music Theory & Composition or equivalent knowledge as determined by instructor.

This advanced placement course will have the extensive homework and rigorous examinations that would be expected for a college level course in music theory. It will follow the prescribed curriculum of the College Board and have as its primary objective the successful passing of the Music Theory AP exam. AP students are required to take the AP examination, for which there is a fee.

## HEALTH AND PHYSICAL EDUCATION



All courses in this department address Student Learning Expectations 1, 2, 3, 4, 5, and 6.

### HEALTH

The development and nurturing of lifetime healthy habits and responses in our students remains the ultimate goal of the Hingham Health Education Department. It is our objective to ensure that through both classroom interactive and informational settings and through experiential classes in physical education, we support our students' crucial need to establish patterns of behavior that reflect a respect and understanding of themselves and others. Additionally, they must be able to relate this information to their present lives and future goals. We attempt to ensure that they reach their maximum potential while within our school system and are given the greatest opportunity through their educational contact with us to achieve their long-term ambitions and dreams for the future.

At Hingham Middle School, a separate health grade is given to all students who attend a health class every other day for one term in lieu of a physical education class. Health education in grades 7 and 8 will comprise one-fourth of the physical education requirement. Health education is one third of the physical education requirement at grades 9 and 10.

### OBJECTIVES

- To expose students to a variety of health-related issues
- To increase the students' ability to make decisions regarding their health and the health of others
- To illustrate how outside stimuli can positively or negatively affect one's physical health and well being
- To develop in each student a positive attitude toward one's self and an awareness of the needs of others
- To develop health awareness in the area of social issues
- To develop an understanding of the relationship between lifestyle and personal health status
- To develop the ability to interpret health information accurately
- To inform students about local community resources that might help them to cope with health-related problems
- To develop an understanding of the interrelationship between mind and body
- To make students aware of the importance of fitness and exercise

# HEALTH PROGRAM

## MIDDLE SCHOOL

Grades 7 & 8  
Even # years

**Themes:**

Non-Communicable diseases  
Nutrition and Fitness  
Heart Health  
Drug Abuse Resistance Education (DARE)

1. DARE

- Drugs and the law
- Over-the-counter drugs and heroin

2. Cardiovascular Health

- Structure, function
- How the heart works
- Risk factors for disease
- Heart healthy behaviors
- Choking, stroke, heart attack

3. Healthy Choices

- Defining/maintaining healthy weight
- Exercise: importance, and frequency
- Influence of media on health
- 5-2-1 message

4. Cancer

- Risk factors
- Signs/symptoms/treatments
- Skin cancer prevention

5. Mental Health

- Common mental health disorders
- Symptoms of stress and depression
- Community Resources
- Treatments/strategies

Grades 7 & 8  
Odd # years

**Themes:**

Communicable diseases  
How germs spread  
Preventing A.I.D.S.  
Growth and Development  
Eating Disorders  
DARE

1. DARE

- Alcohol and consequences of use
- Marijuana and consequences of use

2. Communicable Diseases

- Types of pathogens
- Causes of illness
- Prevention

3. HIV/AIDS

- Epidemiology
- Risk factors
- Signs/symptoms
- Prevention and treatments

4. Eating Disorders

- Positive health decisions
- Types of eating disorders and symptoms
- Nutrition and community resources

5. Growth & Development

- Physical stages/endocrine system
- Social and emotional health
- Hygiene

## HIGH SCHOOL

Students have one semester of Health/PE in grades 9 and 10, one-third of which is the health portion (approximately 24 class periods each year). **Passing these courses is a graduation requirement.**

Grade 9

Grade 10

Counseling seminars will be held during the first three sessions of the health course each year.

**Themes:**

Risk assessment  
Healthy self-management  
Health promotion

1. Nutrition & Fitness

- Diet-health link
- Nutritional assessment
- Obesity risk and impact
- Weight management

2. First Aid

- Sudden Illness
- Bone & joint injuries
- Bleeding wounds
- Shock & rescue

3. Healthy Lifestyle Habits

- Stress
- Sunscreen
- Interpretation of common health screenings (cholesterol, skin cancer, Bp, etc.)

5. Bullying

- Recognizing behavior
- Strategies and resources

6. Other topics of timely interest may be included

**Themes:**

Decision-making  
Communication  
Healthy self-management

1. Building Healthy Relationships

- Communication
- Healthy vs. unhealthy
- Relationship violence/abuse
- Sexual harassment

2. Reproductive Health

- Anatomy & physiology
- Annual screenings/self care
- STD's & HIV/AIDS
- Protection methods: types and efficacy

3. Drugs & Alcohol

- legal issues
- decision making

4. CPR

- Certification requirement fulfilled for CPR and choking using The American Heart Association *Heartsaver CPR in Schools* program

5. Bullying

- cyberbullying
- Laws/reporting of harassment

6. Other topics of timely interest may be included

## PHYSICAL EDUCATION

Physical education at the secondary level is designed to meet the individual needs of students through a variety of prescribed and selected activities. Students are introduced to essential skills and knowledge which enable them to experience a broad spectrum of physical activity for present and lifetime use. Students are given an understanding of physiological and health awareness as it relates to their bodies. The total development of a student — physically, socially, emotionally, and intellectually — is an important aspect of our physical education program. All courses in this department address Student Learning Expectations 5 and 6.

### OBJECTIVES

- √ To assess student progress and ability and provide for individual needs
- √ To provide students with knowledge and application of skills
- √ To introduce students to a variety of appropriate activities
- √ To provide students with a sound basis of physical fitness to carry over to adulthood
- √ To develop students' physical, social, emotional, and intellectual well being
- √ To develop good sportsmanship
- √ To provide students with a framework of leisure activities for lifetime use
- √ To develop students' understanding of physiological awareness and health

All middle school students are required to take physical education every year. In **grades 6, 7, and 8** physical education classes will meet twice per cycle.

All high school students must participate in physical education every year. In **grades 9 and 10**, all students are required to successfully complete a semester course in physical education and health. Juniors and seniors have a variety of options by which they may complete the physical education requirement. Students must notify their counselor before the start of each school the option which they intend to pursue. The health component will be addressed throughout grade-specific programs offered during the school year to all students.

### Junior and Senior Physical Education Options

To fulfill the requirement for physical education for junior and senior years, all students must select one of the following options each year:

- *Elect the existing junior/senior physical education course for at least one semester each year.*
- *Play on an inter-scholastic team at HHS for at least one season.*  
The Athletic/PE Department and school counselor must be notified in advance if pursuing this option.
- *Participate in an after-school intramural weight training and conditioning program at the HHS weight room.*  
The hours will depend on the schedule of the weight room. The HHS weight room supervisor will verify participation and attendance on the fitness / exercise card. The time commitment must be a minimum of 72 total hours. The Athletic/PE Department and counselor must be notified in advance if a student is pursuing this option.
- *Participate in a fitness/exercise program at a fitness/exercise facility.*  
This may include weight training, general fitness, dance, yoga, skating, gymnastics, karate, judo, or other approved activities. The time commitment must be a minimum of 72 total hours. There must verification of the students' participation utilizing a HHS prescribed form signed by an approved instructor. The school counselor must be notified in advance if pursuing this option.

Please note that graduation credits are awarded only for those who elect to take the HHS course in physical education. No credits will be awarded for any options that take place outside the school day, nor can any out-of-school option count towards the structured learning time mandate.

**054 PHYSICAL EDUCATION/HEALTH 9**  
Grade 9 - 2.5 credits first semester

**055 PHYSICAL EDUCATION/HEALTH 10**  
Grade 10 - 2.5 credits second semester

**034 PHYSICAL EDUCATION**  
Grades 11 or 12 - 2.5 credits  
first or second semester

This course may be repeated for credit with the approval of the physical education director.

Elective physical education activities for all grades may include the following:

Floor Hockey	Touch Football	Fitness Fundamentals (grade 9 only)	
Pickleball	Badminton	Strength Training Principles (grade 10 only)	
Lifetime Activities	Ultimate Frisbee	Aerobics	Tennis
Basketball	Power Walking	Golf	Soccer & Indoor Soccer
Field Hockey (indoor)	Softball	Volleyball (indoor/outdoor)	
Frisbee Golf	Mountain biking	Lacrosse	Miscellaneous games
Dance Dance Revolution	RAD Self Defense (Grade 10 Females only)		

## ELECTIVE COURSES

### 050 STUDENT FACILITATOR PROGRAM

First Semester – Grades 10-12 - 1.25 credits

This course trains students to lead discussions about stereotyping, prejudice, and discrimination by following the principles of the Anti Defamation League, World Of Difference, Peer Facilitation Program. Students will be trained to facilitate workshops for students in classrooms, as well as for the faculty, advisors, and coaching staff. Designed to promote positive, inter-group dialogue, this course also creates an atmosphere of tolerance and respect for individual differences. Student responsibilities include attending three ADL training sessions, planning and practicing facilitation techniques, organizing and conducting workshops, and researching current issues.

### 047 PEACE KEEPERS

Grades 9-12 - 2.5 credits

In this course students will learn skills such as conflict resolution, nonverbal communication, refusal skills, questioning and maintaining neutrality. Through the use of positive communication, and cooperation, students will develop problem-solving skills to resolve conflicts nonviolently in an educational setting. Included as part of this course is a fifteen-hour mediator training which will prepare students to serve as third party mediators to help those involved in conflict reach mutually satisfactory agreements. Additional topics may include substance use prevention, cultural awareness, terrorism, bullying and harassment. Due to the sensitive nature of this course, all interested students will be interviewed.

## READING

All courses in this department address Student Learning Expectations 1, 3, and 6.

### 180M READING LAB 7

Grade 7 - 2 periods

### 181M READING LAB 8

Grade 8 - 2 periods

Participation in these courses is determined by several factors: reading and language scores from the CAT Terra Nova battery, various other standardized tests, students' academic performance, and teacher recommendations. Selected students will receive direct instruction on skills and strategies that will enable them to be successful in their academic subjects. Topics will include specific comprehension strategies, vocabulary expansion, the acquisition of study skills, and strategies for test taking.

### 182 CONTENT AREA READING STRATEGIES

Grade 9 – 5 credits

This course focuses on the development of active reading strategies that can be applied to both narrative and expository text and those strategies that will assist students in meeting the academic requirements of grade nine. Students learn to apply these strategies directly to their content area materials, texts, and projects. Other topics covered during the year will include adjusting reading rate to purpose, iden-

tifying learning styles, acquiring study skills, learning strategies for test taking, exploring time-management techniques, and developing organizational skills. First preference will be given to students who either fall within the *warning* or *needs improvement* categories on their most recent MCAS or receive a teacher recommendation for the class.

### 132 MCAS STRATEGIES

Grade 10 – 5 credits

This course will continue to focus on the development of active reading and writing skills and strategies that will assist students in meeting the academic requirements of grade 10. Special emphasis will be on development of contextual vocabulary, comprehension strategies, and well-organized written responses for both state and national standardized tests. First preference will be given to students who either fall within the *warning* or *needs improvement* categories on their most recent MCAS or receive a teacher recommendation for the class.

## SCIENCE

The science program offers a number of pathways for students to follow during their high school years. The courses in the middle school are designed to provide an introduction to the formal study of science and an understanding of some basic concepts in the areas of the biological, earth, and physical sciences. One of the immediate goals is to help students develop a better understanding of the environment and their place in it. At the high school level, courses are offered with a number of purposes in mind, beyond meeting graduation requirements. Some of these are general intellectual development, preparation for college-level study in science, preparation for college level study in science, development of personal interests, and pre-vocational pursuits. Some students will want to elect one of the second-year honors or AP courses that are quite demanding and will require a strong commitment of time and effort. All science courses reflect the Massachusetts State Science Frameworks. All courses in this department address Student Learning Expectations 1, 2, 3, and 4.

### **502M LIFE SCIENCE**

**503M** Grade 7 - Level 2, 3, 4

### **504M**

This course introduces the student to the essential concepts of biology, with an emphasis on laboratory skills and techniques. Topics covered include the scientific method, cell parts and processes, taxonomy, genetics, evolution, ecology and an introduction to human anatomy and physiology. Hands-on lab activities and scientific inquiry are central to student learning of life science concepts. Supporting reading and class discussions will help students reinforce and deepen understanding. Level 2 is a rigorous and fast-paced course with an emphasis on self-directed reading, critical thinking and independent projects. Levels 3 and 4 emphasize the skills, techniques and tools necessary for scientific study. Levels 3 and 4 may be combined with differentiated grading.

### **522M INTRO TO PHYSICAL SCIENCE (IPS)**

Grade 8 - Level 2

Prerequisite: B- in Pre-Algebra Level 2 and Departmental recommendation

In this course fundamental physical science concepts are developed from an experimental approach. Laboratory work, problem solving skills, and reasoning skills are emphasized. Units on plate tectonics and energy are also included. A strong mathematics background (B- in Level 2 Pre-algebra) and good study skills are essential.

### **523M EARTH SCIENCE - Grade 8 - Level 3**

**524M** Level 4

This course is designed to further students' knowledge and skills in the Earth Sciences. Major areas stressed will include topics in scientific measurement, astronomy, geology, hydrology, meteorology, and paleontology. Use of the scientific method, development of thinking skills, and problem solving will be stressed.

### **533 PHYSICAL SCIENCE - Grade 9 - 5 credits - Level 3**

**534** Level 4

This course provides an introduction to major concepts in physics and chemistry and explores some areas of current technology. Laboratory experiments are utilized to help students to understand fundamental principles and to learn how

to use measurement techniques and the experimental method in problem solving situations. Topics covered include laws of motion, mechanics, forces, energy, work, the structure of matter, atomic structure and the periodic table, balancing chemical reactions, wave motion, sound and light, electricity, and magnetism may be included as time allows. Term projects are required at each level.

### **542 BIOLOGY I**

Grade 9 - 5 credits - Level 2

Prerequisite: B- or better in Algebra I (Level 2); B- or better in IPS (Level 2) and departmental recommendation (required).

This course is designed to challenge incoming freshmen ready to undertake the most rigorous of the Biology I curricula taught at the advanced level. It builds on the concepts and scientific inquiry process as taught in IPS and life science. Students are expected to read independently, be self motivated, and be able to identify, analyze and solve problems as an advanced pace. Major units studied include cell biology, ecology, biochemistry, genetics, evolution, biodiversity of organisms, and human anatomy and physiology. Lab activities and hands-on exercises are an integral part of the course. All students will take the MCAS exam in biology at the end of the year. The most successful students are encouraged to take the SATII (Ecological version) in June at the conclusion of the course.

### **543 BIOLOGY I Grade 10 - 5 credits - Level 3**

**544** Level 4

This course introduces fundamental concepts of biology and is designed to meet the needs of all learners. Topics include chemistry of living things, cell biology, genetics, evolution, biodiversity, anatomy and physiology, and ecology. Students will be engaged in class discussions, laboratory experiments, and other hands-on activities to help emphasize concepts. Students will identify, analyze and solve problems, and develop their inquiry skills to help them become better decision makers. All students will take the MCAS exam in biology at the end of the year.

**552 CHEMISTRY**

Grades 10-12 - 5 credits - Level 2

Prerequisite: B- in Algebra I (Level 2) and geometry (Level 2); B- in Biology I (Level 2) and departmental recommendation required; concurrent enrollment in L2 Algebra II strongly recommended.

Honors chemistry is designed for students who are advanced, as evidenced by prior success in science (Level 2 IPS and Biology) and mathematics (Level 2 Algebra I and Geometry). Due to the quantitative nature of the course, mastery of Algebra I is essential and students should take Level 2 Algebra II concurrently with chemistry. This course prepares students for college (or AP) chemistry and for other high school science courses. Core topics include atomic theory, stoichiometry, chemical reactions, and kinetics. Most topics are reinforced through evidence gathered in labs. Students need to learn many chemical facts and concepts and apply them to new situations. The course material is cumulative and will require a significant time commitment. Successful students are encouraged to take the SAT II test in chemistry. Please note that the Level 2 and Level 3 Chemistry courses address topics in a different sequence; therefore, it is not possible to switch from Level 2 to Level 3 after the fourth week of school.

**553 CHEMISTRY**

Grades 10-12 - 5 credits - Level 3

Prerequisite: Departmental recommendation and Grade of C- or better in Algebra I

This introductory college-preparation course provides a comprehensive curriculum. It prepares students for additional science courses and meets the needs of students preparing to attend college. The fundamental concepts of chemistry, including states of matter, atomic structure, bonding, chemical reactions, thermodynamics, and organic chemistry, are presented in a practical format with appropriate lab activities. Inquiry and problem-solving techniques are stressed. Many of the laboratory activities involve the use of digital and computer technology. The course is aligned with the National and Massachusetts Science Standards.

**562 PHYSICS**

Grades 11-12 - 5 credits - Level 2

Prerequisite: Departmental recommendation and concurrent study of level 2 precalculus

This course is based on curriculum materials which present a conceptual framework of contemporary physics. It is designed to illustrate how physical knowledge is acquired experimentally and woven into physical theory. Throughout the course, there is an integration of fundamental principles with present day applications in the sciences and technology. Topics include mechanics and thermodynamics; waves and optics; and electricity and magnetism. A thorough understanding and facility in algebra, geometry and simple trigonometry is essential. Students will be scheduled for additional laboratory classes in each cycle. Successful students are encouraged to take the SAT II test in physics at the conclusion of this course.

**563 PHYSICS**

Grades 11-12 - 5 credits - Level 3

Prerequisite: C or better in Algebra II and departmental recommendation

This is an introductory course in physics in which fundamental concepts and theories are developed. The course includes a study of mechanics, electricity, magnetism, and light. Lectures, problem solving, and laboratory exercises are used to develop, amplify, and illustrate the applications of the fundamental concepts of physics. Students electing this course should have successfully completed courses in algebra, geometry, and chemistry. The concurrent study of pre-calculus is recommended.

**572, 573, 574 ELECTRONICS I**

Grades 11-12 - 5 credits - Levels 2, 3, 4

Electronics I is designed to provide experiences that will lead to a basic knowledge of electricity—electronics in the modern world. The course is laboratory oriented, with a detailed study and practice in the use of test instruments for examining the characteristics of direct and alternating current circuits, semi-conductor, and robotics. Instruments studied include Electronic Volt-Ohm-Milliammeter, Oscilloscope, R.F. Signal Generator, and digital multimeter.

**576, 577 ELECTRONICS II**

Grade 12 - 5 credits - Levels 2, 3

Prerequisite: Grade of C- or better in Electronics I or concurrent study of physics

This course is a study of the theory and application transistor and solid state circuits along with an introduction to digital electronics. Topics include communication systems, Boolean arithmetic, transistor logic, fiber optics, computers and robotics. Advanced troubleshooting techniques using the oscilloscope are a basic part of the program. Project construction makes use of CAD, soldering, and printed circuit board techniques.

**546 BIOLOGY (Advanced Placement)**

Grade 12 - 5 credits - Level 1

Prerequisite: Completion of level 2 biology and level 2 chemistry with B- or better (required); completion of level 2 physics strongly recommended

AP Biology candidates must have successfully completed Biology I (Level 2), Chemistry (Level 2), and Physics (Level 2) with a B- or better. (Physics may be taken concurrently with AP Biology). This course is the equivalent of a freshman college course and culminates in the CEEB Examination in Advanced Placement Biology. As such, the pace is a rapid one, and students are expected to put in significant time beyond class. Topics to be included are cell structure and physiology, biochemistry, cell respiration, photosynthesis, DNA structure and replication, protein synthesis, and genetics, and evolution of plant and animal phyla. All AP students will be scheduled for additional laboratory classes in each cycle. AP students are required to take the

**555 CHEMISTRY (Advanced Placement)**

Grade 11 or 12 - 5 credits - Level 1

Prerequisite: Final grade of B+ or better in level 2 chemistry and departmental recommendation; concurrent study or completion of level 2 physics and level 2 pre-calculus (required).

This course is designed to be the equivalent of a general first year, college level, chemistry course. The curriculum follows CEEB guidelines and includes laboratory experiments representing the key areas of chemical measurement and analysis. In-depth topics include: the structure of matter, the kinetic theory, chemical equilibrium, thermodynamics, and reaction kinetics. Problem solving is a principal learning method, and additional lab periods are scheduled in the cycle. Students are required to take the A.P. Chemistry exam, for which a fee is charged.

**566 PHYSICS (Advanced Placement)**

Grade 12 - 5 credits - Level 1

Prerequisite: Departmental recommendation, B in level 2 physics, and concurrent study of calculus

This course is the equivalent of a freshman college course and culminates in the CEEB Examination in Advanced Placement Physics. Approximately one-half of the year is devoted to classical mechanics and the remainder is devoted to classical electricity and magnetism. The use of calculus in problem solving and in derivations is expected to increase as the course progresses and is freely used in formulating principles and in solving problems. Students will be scheduled for additional lab periods in every cycle. AP students are required to take the AP examination, for which there is a fee.

**582 ANATOMY & PHYSIOLOGY**

Grade 12 - 5 credits - Level 2

Prerequisite: Departmental recommendation

This is a year-long course in human biology with a primary objective of providing students with a basic understanding of the structure and functions of the human body. On line resources, case studies, and clinical applications are used extensively. Current health topics and advances in medical technology are examined. The material is presented at the honors level and assumes prior courses in biology, chemistry, and physics.



**580, 581 BIOTECHNOLOGY for the 21st CENTURY**

Grades 11, 12 - 5 credits - Levels 2, 3

Prerequisite: Biology I

This inquiry-based course challenges students to apply biological concepts and techniques in the context of the rapidly evolving fields of biotechnology and forensic science. Using a case-study approach, students will apply key concepts of biology, with an emphasis on molecular biology, to real world scenarios. Utilizing modern biotechnology tools and techniques such as gel electrophoresis, restriction enzymes and genetic transformations, students will apply the process of scientific inquiry through problem solving, data interpretation and analysis. Students will also debate and discuss ethical issues associated with the field of biotechnology.

**586, 587 ENVIRONMENTAL SCIENCE**

Grades 11, 12 - 5 credits - Levels 2,3

Prerequisite: Biology I

The goal of this course is to provide students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary. It embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students should be willing to participate in outdoor field studies

**597, 598 OCEANOGRAPHY**

Grades 11-12 - 5 credits - Levels 3, 4

Prerequisite: Biology I

Oceanography is a multi-themed science using biology, chemistry, physics, and geology to study the world's oceans. Contemporary marine issues including fishery science, red tides, marine pollution, interdependence of oceanic species, the role of the ocean in climate change, and sustainability of ocean resources drive the curriculum. Students are expected to utilize differentiated assignments to build a portfolio for each unit consisting of notes, homework, lab reports, individual and group activities, and term projects.

## SOCIAL STUDIES

Hingham's social studies curriculum is structured to complement the Massachusetts History and Social Science frameworks and has two main goals. The first is to prepare students to pass the Massachusetts assessment exams which will be given in grades 5, 7, and 11. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international communities. Basic to both goals are the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations. In social studies, leveling and grouping are practiced as follows:

Grade 7:	World Geography - Levels 2, 3, 4
Grade 8:	United States History - Levels 2, 3, 4
Grade 9:	Required course - Humanities - Level 2, 3, 4
Grade 10:	Required course - World History II - Levels 2, 3, 4 or Advanced Placement World History - Level 1
Grade 11:	Required course - American Studies - Level 2, 3, 4 Elective – A.P. U.S. History Lab Elective courses - heterogeneous groups - Levels 2, 3, 4 in the same class Economics, International Affairs, Psychology, Sociology, American Political System
Grade 12:	Advanced Placement European History - Level 1 Elective courses - heterogeneous groups - Levels 2, 3, 4 in the same class Economics, Seminar in History, International Affairs, Psychology, Sociology, American Political System

All courses in this department address Student Learning Expectations 1, 2, 3, 4, 5, 6, and 7.

### **202M, 203M, 204M WORLD GEOGRAPHY**

Grade 7 - Levels 2, 3, 4

In this course students will develop basic map and globe skills and study the physical, economic, and social makeup of all the major areas of the world. Initially they will examine the physical makeup of the earth as a planet, its climates, ecosystems, and resources. They will then analyze land use patterns, population dynamics, urban growth, political boundaries, and various linkage networks. Students will apply the above geography skills and knowledge to examine the following areas of the world: North America, Latin America, Europe, Asia, Africa, and the Middle East. This course will also reinforce and review the 6th grade curriculum on World History, making connections in appropriate units. Depending on enrollment, Levels 3 and 4 may be combined with differentiated grading.

### **212M, 213M, 214M US HISTORY TO 1877**

Grade 8 - Levels 2, 3, 4

This course focuses on the development of political, economic, and social institutions from Colonial America to the Civil War. Emphasis will be placed on the great migrations from Europe to the New World, life in colonial America, the American Revolution, the U.S. Constitution and the formation of the new nation, the War of 1812, the westward migration, immigration, the Civil War and Reconstruction. Depending on enrollment, Levels 3 and 4 may be combined with differentiated grading. Students will develop writing skills, culminating in their first social studies thesis paper.

### **222 HUMANITIES**

Grade 9 - 5 credits - Level 2

This course is an integrated cultural approach emphasizing world literature, history, and the arts. It is structured chronologically starting with the legacies of Greek, Roman, Chinese, Indian, Islamic, and pre-Columbian empires. Their contributions and legacies are connected to the development of the modern western world. The focus of the course is on interdependence and cultural diffusion of world cultures in order for students to understand and appreciate the contributions and development of the modern world. The research, preparation, and writing of a formal thesis paper will be an integral part of this program.

### **223, 224 HUMANITIES (WORLD HISTORY to 1815)**

Grade 9 - 5 credits - Level 3, 4

This course is structured chronologically starting with the legacies of Greek, Roman, Chinese, Indian, Islamic, and pre-Columbian empires. Their contributions and legacies are connected to the development of the modern western world. The focus of the course is on interdependence and cultural diffusion of world cultures in order for students to understand and appreciate the contributions and development of the modern world. The research, preparation, and writing of a formal thesis paper will be an integral part of this program. The research, preparation, and writing of a formal thesis paper will be an integral part of this program.

**232, 233, 234 WORLD HISTORY II: 1815 - Present**

Grade 10 - 5 credits - Levels 2, 3, 4

Students acquire the skills and information needed to understand the forces that shape our global community. The course will integrate the impact of Western civilization on the world with an emphasis on the industrial revolution, the rise and fall of the colonial empires and the significance of two world wars on the post-1945 world. There is a heavy emphasis on the post-1945 developments of the non-western world with a strong emphasis on the Middle East and Asia. Students learn to appreciate common patterns and to respect the unique characteristics of diverse global communities. Finally, the significance of global interdependency and diversity are emphasized as important components of citizenship and respect for all cultures. The research, preparation, and writing of a formal thesis paper will be an integral part of this program.

**231 AP WORLD HISTORY**

Grade 10 - 5 credits - Level 1

Prerequisite: Departmental approval

This is a course of study equivalent to an introductory college course in world history covering the period from 4000 BCE to the present. As such, a considerable amount of writing and independent reading are expected. AP World History is designed to develop greater understanding of the evolution of global processes, contacts, and interaction of different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies from ancient civilizations to the present in Asia, Africa, Europe and the Americas. Students will complete a fully documented independent research paper and will be required to take the AP exam, for which there is a fee, in May.

**242 AMERICAN STUDIES**

Grade 11 - 5 credits - Level 2

This course is an interdisciplinary approach to United States History and American literature. It is organized around the nine major themes: (1) How American literature and culture reflect various historical forces; (2) Development of a state democratic political system; (3) Impact of technology and economic changes on American culture, politics, and foreign affairs; (4) Contribution of various newcomers to the American mosaic; (5) How cycles of conservatism and liberalism have affected the political, economic, social, and intellectual forces in American life; (6) How concepts of isolationism and interventionism have dominated America's role in world affairs; (7) The development of American beliefs and values over 400 years of history; (8) Role of the frontier in shaping America's development and sense of identity; and (9) A study of Hingham reflecting the impact of national and international forces on the development of a community. Students read selected works of American literature and American history which pertain to these themes, and at regular intervals students are given interdisciplinary assign-

ments based on these readings. The program includes four "writing across the curriculum" projects or writing assignments. These include a "History Day" project and one interdisciplinary formal research essay on a teacher-approved American Studies topic.

**241 ADVANCED PLACEMENT US HISTORY**

Grade 11 - 5 credits - Level 1

This course is offered to those juniors interested in doing college-level work with the possibility of college credit. This is a college survey of U.S. history from pre-Columbian societies to the post-Cold War era. The course requires students not only to be able to build factual knowledge but also to use it as a basis for critical analysis of multiple historical perspectives and change over time. Extensive reading and analysis of primary and secondary sources prepare students for a seminar approach to learning. Writing is a major component of the course and helps prepare the students for success on the AP U.S. history exam in May. The AP Exam, for which there is a fee, is a required commitment by all students taking the course.

**243, 244 AMERICAN STUDIES**

Grade 11 - 5 credits - Levels 3, 4

This course is in-depth examination of late nineteenth and twentieth century United States History taught through an interdisciplinary approach with the English Department. A study of Hingham reflecting the impact of national and international forces on the development of a community is also integrated into the course. Students will be utilizing a variety of challenging primary and secondary resources and will be expected to develop skills in historical analysis, reading for interpretation, and comprehension. The research, preparation, and writing of a formal thesis paper will be an integral part of this program.

**COMMUNITY SERVICE LEARNING**

The Hingham Social Studies Department believes that Community Service Learning (CSL) is important as a program and as a philosophy of education. As a program, CSL includes numerous ways that students can perform meaningful services to their community and to society. As a philosophy of education, CSL reflects the belief that education must be linked to social responsibility, and that the most effective learning is actively connected to experience in some meaningful way. Every senior who is taking a social studies elective is required to devote fifteen out-of-school hours to a Community Service Learning project. This project may be accomplished in any one of the following: Sociology, Psychology, Economics, The United States Today, International Affairs, Seminar in History, or AP European History.

**251 AP EUROPEAN HISTORY**

Grade 12 ONLY - 5 credits - Level 1

Prerequisite: Departmental approval

The course is offered to those seniors interested in doing college-level work with the possibility of college credit. This is a college survey of European History from the Renaissance up to the present. The emphasis is equally divided on political/military, economic/social, and cultural/economic topics. AP European History also takes a humanities approach by integrating art, music, philosophy, economics, and political science into its study of European civilization. The course requires extensive reading and analysis of both primary and secondary sources, and a seminar approach to learning is emphasized in class. The course also prepares students for success on the AP European History exam in May by focusing on appropriate analytical skills such as analysis of documents and essay writing. Writing is a major component of the course. The AP exam, for which there is a fee, is a required commitment by all students taking the course. A community service learning project, unless already implemented in another senior elective, is also required.

**252, 253, 254 ECONOMIC PRINCIPLES in WORLD HISTORY**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

This one semester course provides a practical introduction to the American economic system. Students will learn the basic theories and practices of the free enterprise system. They will be able to analyze the economic factors facing the consumer such as supply and demand, prices, money and banking, taxes, and the investment world. Students will be involved in a stock market simulation as well as group business projects dealing with the South Shore business issues and opportunities. Guest speakers from the world of finance will be invited to class. The course will also examine the national and international aspects of our economy, since the interdependence and the growth of major trading blocs in Europe and Asia have become of increasing importance to the United States. A community service learning project (unless already completed in another social studies elective) is a major component of this course.

**262, 263, 264 AMERICAN POLITICAL SYSTEM**

Grades 11-12 - 2.5 credits

Levels 2, 3, 4

This course is designed to provide a practical and in-depth look at the structure and workings of the American political and legal systems. This course will also relate our political system to many of the current issues that are facing the American electorate in the 21st century. These include health care, campaign spending, crime and punishment, race relations, economics, and the power of the press and media. Students will participate in a variety of activities, such as mock trials and election simulations. A Community Service Learning project (unless already completed in other social studies elective) is a major component of this course.

**272, 273, 274 SOCIOLOGY**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

Sociology is a one semester elective offered to juniors and seniors interested in examining the role of groups in society and the behavior of individuals within those groups. Students acquire a working knowledge of major terms, concepts and theoretical perspectives in sociology as they begin to understand their country, their town and their own experiences through a new lens. Major units include the study of how American society is influenced by crime and punishment, race, class and gender. Students analyze the impact of groups and individual behavior patterns in the face of such social problems as poverty, discrimination, and social alienation. Emphasis will be placed on open discussion and participation. Emphasis is placed on class participation and clarity of written expression. A community service learning project (unless already completed in another social studies elective) is a major component.

**275, 276, 277 INTRODUCTION TO PSYCHOLOGY**

Grade 12 - 2.5 credits - Levels 2, 3, 4

This exploratory course is designed to offer students an introduction to the major concepts of psychology and how they relate to their own self-awareness. Students will study the nature of conscious experience, personality theory, communication, change, goal setting, stress management, psychopathology, the family life cycle, and contemporary issues. Positive social skills, effective communications, and conflict resolution techniques are practiced to enhance personal and family wellness, self-efficacy, and independence. A community service learning project (unless already completed in another social studies elective) is a major component of this course.

**282, 283, 284 INTERNATIONAL AFFAIRS**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

This course examines core units that explain the forces behind major world events. Typical units include the concept of regions, the third world, geopolitics, international organizations, nationalism, and globalism. Having mastered these concepts, students then conduct in-depth examinations of current foreign affairs. A community service learning project (unless already completed in another social studies elective) is a major component of this course.

**286, 287, 288 SEMINARS IN HISTORY**

Grade 12 - 2.5 credits - Levels 2, 3, 4

Prerequisite – American Studies

This course is offered to seniors as an in-depth exploration of specific themes and topics in history. Themes and topics may change from year to year but the course will take the same format using discussion, debate, primary and secondary source analysis, etc. A community service learning project (unless completed in another social studies elective) is required.

## STUDENT SUPPORT SERVICES SPECIAL EDUCATION and ENGLISH LANGUAGE EDUCATION

Special Education Services are designed to help a student make effective progress in regular education. In order to qualify for special education services, a child must

- have a disability
- not be making effective progress due to the disability
- require specially designed instruction to make effective progress and/or
- require related services to access the general curriculum

The designated disability categories recognized by the Massachusetts Department of Education include the following:

Autism	Emotional	Neurological
Communication	Health	Specific Learning Disabilities
Developmental Delayed (only until age 9)	Intellectual	Physical
Sensory/Hearing Impaired or Deaf	Sensory/Deaf-Blind	Multiple Disabilities
Sensory/Vision Impaired or Blind		

Students with disabilities are provided with specially designed instruction, inclusive and/or individualized educational support, assistive technology resources, parent and staff consultation, related services and opportunities with which to achieve success in middle and high school as indicated by the student's Individual Education Program (IEP). The individual education program is designed for each eligible student by the school based special education team. The individual student is also included when the student is fourteen years of age or older. The individual education plan is reviewed on an annual basis, with three year re-evaluation of eligibility occurring on a three-year cycle. Some students with disabilities may qualify for accommodations in the classroom through a 504 plan.

At Hingham Middle School, students are assigned to one of the following courses as specified in their Individual Education Program (IEP).

- 006 Strategies for Learning** Grades 6
- 007 Strategies for Learning** Grades 7
- 008 Strategies for Learning** Grades 8

At the high school level, special education course instruction is designed to provide an introduction to the skills needed to be a successful and independent learner. Students develop and utilize learning strategies addressed in Student Learning Expectations 1, 2, 3, 4, 5, and 7.

9th Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits  
Emphasis placed on organizational, reading, writing, and math skills, test preparation, and time management. Students will become aware of their own learning styles and practice effective learning strategies.

10<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits  
Continued emphasis on language, math, and study skills. Students will continue to address skills in goal setting, communication, as well as self-advocacy.

11<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits  
Emphasis on student responsibility, effective time management, college or career exploration and preparation.

12<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits  
Continued emphasis on personal academic goals including: organization, planning, effective decision making and on-going utilization of learning strategies.

Grades 6-12: Specialized course work in English skills, math skills, and reading skills designed to achieve individual student IEP goals and benchmarks as recommended by the school special education teams

Grades 6-12: English Language Education Services (ELE) are provided as necessary upon assessment by the ELE teacher, including Sheltered English Immersion (SEI) and English Language Development (ELD).