

HINGHAM MIDDLE SCHOOL
CURRICULUM SUMMARY

GRADE 6 ANCIENT WORLD HISTORY

DESCRIPTIVE OVERVIEW

The social studies curriculum in Grade 6 focuses on the growth of culture and ancient civilizations. Emphasis is on key themes (geography; rise and fall of civilizations; political, economic, and social characteristics and legacies) as they relate to the following civilizations: Early Man, Mesopotamia, Egypt, India, China, Greece and Rome. The curriculum places a major emphasis on the diversity and multicultural contributions and connections of the development of early civilizations.

GOALS

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking, inquiry, 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.

OBJECTIVES

Adherence to the Massachusetts Social Studies Frameworks and successful integration into the curriculum.

Read purposefully – demonstrated by:

- Identifying and extrapolating significant material from variety of printed sources.
- Recognizing arguments for and against an issue.
- Identifying and using knowledge from common graphic features (charts, graphs, diagrams, visuals, maps, graphic organizers).
- Recognizing bias and point of view.
- Reading and analyzing primary source material.

Write effectively – demonstrated by:

- Well written and multi-paragraph expository essays that have clear topic development and organization.

Communicate effectively – demonstrated by:

- Oral presentations and debates.
- Media presentations and projects.
- Interaction with peers in student-centered activities.
- Analyzing and expressing ideas in the arts in an historical context.
- Following directions.
- Effective note taking skills from lectures, discussions, and textbook readings.
- Using technology to express historical concepts.
- Develop understanding of content vocabulary.

Identify, analyze, and solve problems – demonstrated by:

- Evaluating primary and secondary sources.
- Knowing how to find and utilize a wide range of resources to conduct research.
- Developing and using a wide range of critical thinking skills (cause/effect, debate, comparisons, generalizations, and proof).
- Incorporating evaluation of sources, construction of casual relationships, balanced interpretations, and comparative analysis.
- Recognition and analysis of biases and points of view from a wide range of print and media sources.
- Developing factual and inferential comprehension skills.

Demonstrate self-respect and respect for others – demonstrated by:

- Displaying academic integrity.
- Showing an appreciation for cultural diversity in the world and knowledge of the contributions of other cultures.

Work both independently and cooperatively with others – demonstrated by:

- A tolerance of other's opinions and point of view.
- Participating constructively in group activities.
- An awareness of academic responsibilities.

Fulfill responsibilities and exercise rights as members of local and global communities – demonstrated by:

- An awareness that history, geography, economics, and other social sciences are integral components to understanding today's world.
- An ability to make informed decisions on global issues.

INSTRUCTIONAL MODEL

The core textbook for the grade six social studies program is *The World* (Macmillan/McGraw-Hill, 2009). Class time may be used for teacher and/or student presentations, small group work, discussion, reading and writing activities, hands-on activities, and videos. Field trips to museums and other appropriate educational sites may be added into the program.

ASSESSMENT

Social studies instruction is scheduled every day for a full class period. A major emphasis is on class participation and student-centered work. Various individual/group projects, oral reports, multiple-choice and essay tests, quizzes, and geography skills will round out evaluation.

RESOURCES

The World, (Macmillan/McGraw-Hill, 2009)

HINGHAM MIDDLE SCHOOL
CURRICULUM SUMMARY

GRADE 7 WORLD GEOGRAPHY (Levels 2, 3, 4)

DESCRIPTIVE OVERVIEW

Students will develop basic map and globe skills and study the physical, economic, and social makeup of major world regions. Initially they will examine the physical makeup of the earth as a planet, its climate, ecosystems, and resources. Then they will analyze land-use patterns, populations, urban growth, and political boundaries. Special emphasis will be placed on the interrelationships between geography and the historical, economic, political, and cultural development of the various regions. This study will be done in the context of the Five Themes of Geography. An overview of the following regions will be examined: Africa, Latin America, Asia, Europe, and a mini unit on U.S. geography. The “World Tour” and “World Conflict” research project will demonstrate the skills developed during the year.

GOALS

Hingham’s social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is 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.

OBJECTIVES

Read purposefully – demonstrated by:

- Recognizing arguments for and against an issue.
- Identifying and using knowledge from common graphic features (charts, graphs, diagrams, maps).
- Reading and analyzing primary source material.

Write effectively – demonstrated by:

- Well written and multi-paragraph compositions that have clear topic development and organization.
- Research reports based on standard citation and bibliographic format.
- Document-based questions requiring analysis of primary sources.

Communicate effectively – demonstrated by:

- Oral and media presentations and debates.
- Interaction with peers in student-centered activities.
- Effective note taking skills from lectures and discussions.

Identify, analyze, and solve problems – demonstrated by:

- Knowing how to find and utilize a wide range of resources to conduct research.
- Developing and using a wide range of critical thinking skills (cause/effect, debate, comparisons, generalizations, and proof).

Work both independently and cooperatively with others – demonstrated by:

- A tolerance of other's opinions and point of view.
- Participating constructively in group activities.
- An awareness of academic responsibilities.

Fulfill responsibilities and exercise rights as members of local and global communities – demonstrated by:

- An awareness that history, geography, economics, and other social sciences are integral components to understanding today's world.
- An ability to make informed decisions on global issues.

INSTRUCTIONAL MODEL

This class combines a variety of instructional methods including lecture, directed questioning, small group work, debate, and Internet research. There is a consistent emphasis on student participation and organizational skills. Homework assignments are used to supplement material taught in class. A major focus of instruction and assignments is the development of reading and writing skills.

ASSESSMENT

A wide variety of instructional strategies will be used to evaluate the students' progress besides the traditional lecture/discussion. Expectations are high for all levels and stress skill development and analysis of material. However, homework, quizzes, projects, extensive map work, and free response exams further characterize assessments. Weekly current events are often discussed in order to develop the students' awareness of the world around them. A major component is "World Tour" and "World Conflict," a multi-skill project that emphasizes research, writing, and critical thinking. A standard text is used with all levels, and this is supplemented with additional material appropriate to the ability and skills of the students.

RESOURCES

Text: *Discovering World Geography* (McGraw-Hill, 2014)

HINGHAM MIDDLE SCHOOL
CURRICULUM SUMMARY

GRADE 8 UNITED STATES HISTORY TO 1877 (Levels 2, 3, 4)

DESCRIPTIVE OVERVIEW

This course focuses on the development of the political, economic, and social institutions from colonial America to the Civil War/Reconstruction period (1861-1876). Political emphasis is on the Revolutionary War period, formation of a new nation, Age of Jackson, and the coming of the Civil War. A major emphasis is also placed on the Constitution and the American political system. The social/economic emphasis is on the early industrial development, the great migrations from Europe, and the emerging of three distinct economic-social regions (West, North, and South.)

GOALS

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is 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.

OBJECTIVES

Read purposefully – demonstrated by:

- Recognizing arguments for and against an issue.
- Identifying and using knowledge from common graphic features (charts, graphs, diagrams, maps).
- Reading and analyzing primary source material.

Write effectively – demonstrated by:

- Well written and multi-paragraph compositions that have clear topic development and organization.
- Research reports based on standard endnote and bibliographic format.
- Document-based questions requiring analysis of primary sources.

Communicate effectively – demonstrated by:

- Oral and media presentations and debates.
- Interaction with peers in student-centered activities.
- Effective note taking skills from lectures and discussions.

Identify, analyze, and solve problems – demonstrated by:

- Knowing how to find and utilize a wide range of resources to conduct research.
- Developing and using a wide range of critical thinking skills (cause/effect, debate, comparisons, generalizations, and proof).

Work both independently and cooperatively with others – demonstrated by:

- A tolerance of other's opinions and point of view.
- Participating constructively in group activities.
- An awareness of academic responsibilities.

INSTRUCTIONAL MODEL

Instructional methods emphasize academic skill building, critical thinking, and developing a historical perspective. Student-centered learning is a major component of the class. Research, cooperative learning, group and individual projects are all used for student-centered learning. Teacher-led discussions and presentations are also practiced. Student writing is based on research and class work material. Evaluation tools are developed and implemented to match the objectives of the various instructional models.

ASSESSMENT

Major themes in U.S. History are emphasized in all levels of Grade 8 U.S. History. Critical thinking and analysis are also stressed in an appropriate manner that is suitable for all three levels (advanced, upper standard and standard). Essay writing, oral reports, visual projects, creative writing assignments, and class discussions are utilized in all classes, as well as a research paper in all classes.

RESOURCES/REFERENCES

Text: *America: History of Our Nation* (Prentice Hall, 2006)
The Fifth of March (1993), by Ann Rinaldi – Level 2