

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES**

GRADE 9 HUMANITIES: WORLD HISTORY I

DESCRIPTIVE OVERVIEW

In line with the Massachusetts Social Science Frameworks, World History I is part of a two-year world history study. Although over half of the curriculum of World History I has a heavy emphasis on western civilization, it also examines the major legacies of several non-western civilizations. One of the overarching goals of the course is for students to develop the critical and analytical skills to detect the patterns, acculturation, and interdependence between these great world civilizations. The time frame of the course starts with an abbreviated introduction on the legacy of Mesopotamia. The foundation of the course begins with units on Greece and Rome. Drawing on the essential themes that emerge from the Greco-Roman units, students will then apply those themes to analyze the legacy of the following periods: Comparative Religions, Islamic Empire, China, Africa, India, Low Middle Ages, High Middle Ages, Renaissance, Reformation, Scientific Revolution, Age of Exploration, and concluding the year with Absolutism, Enlightenment, and the French Revolution. In addition to the above content, all 9th grade social studies classes have a “character education” component. This includes the integration of such concepts as respect and responsibility within the historical context of the course. These concepts are examined as they relate to historical issues, events, and personalities.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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.

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

Method of instruction includes whole class, group work, differentiated instruction techniques, lecture/discussion, and individual/group projects. When necessary, Standard classes are kept small in size in order to maximize close teacher /student interaction. The major emphasis is on skill development. The overall goal is to help students develop the skills to become life-long learners with the intellectual curiosity to become informed citizens. Critical thinking skills are stressed throughout the course for all levels. In daily discussions, homework assignments, and essay tests, students are required to reason, to relate cause and effect, and to draw hypotheses. Students are required evaluate various biases and points of view by analyzing a wide range of documents and primary sources. Instructional model for standard classes reflect basic reading, writing, and thinking skills and reflect a wide range of activities to maximize student success.

ASSESSMENT

Varied approaches are utilized to evaluate students. The course has a heavy emphasis on analytical writing skills, and furthering critical thinking strategies. Numerous forms of assessment are employed, each utilizing a different approach to develop abstract reasoning. In addition, research methods, MLA format of citation, and research writing skills will be developed through a formal term paper in the 2nd semester. Assessments for standard classes are individualized to focus on key reading, writing, and thinking skills

RESOURCES:

World History: Patterns of Interaction (2009), McDougall Littel

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES**

ADVANCED PLACEMENT WORLD HISTORY

DESCRIPTIVE OVERVIEW

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 in May.

AP World History Themes

1. **Impact of interaction** among major societies (trade, systems of international exchange, war, and diplomacy).
2. The **relationship of change and continuity** across the world history periods covered in this course.
3. **Impact of technology and demography** on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
4. **Systems of social structure and gender structure** (**comparing** major features within and among societies and **assessing** change).
5. **Cultural and intellectual developments and interactions** among and within societies.
6. **Changes in functions and structures of states and in attitudes toward states and political identities** (political culture), including the emergence of the nation-state (types of political organization).

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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.
- 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.

SPECIFIC COURSE OBJECTIVES

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
- Developing the ability to assess issues of change and continuity over time.
- Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.
- Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
- Developing the ability to compare within and among societies, including comparing societies’ reactions to global processes.
- Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

INSTRUCTIONAL MODEL

A wide variety of methods are used to teach AP World History. The overall goal is to help students develop methods to teach themselves from texts, primary sources and periodicals. Students will complete a vast amount of primary and secondary source reading, most of which they will have to process on their own. Students writing will primarily take the form of multi-paragraph essays requiring them to a) compare, b) analyze change and continuity over time, or c) respond to document based questions (DBQs). These three essay types correspond to the three essays on the College Board World History exam. Students will be required to complete essays on a weekly basis. Methods of instruction include group work, cooperative learning techniques, lecture/discussion, and individual projects on the periods studied.

ASSESSMENT

Written expression of historical understanding is the primary means of assessment and teacher feedback. Writing is a major component of the course; students will complete essays on an almost weekly basis. There are three types of essays tested by the College Board: document based questions, comparative essays, and essays that require students to analyze change and continuity over time (CCOT). In addition students will have regular objective multiple choice tests and quizzes. Active classroom participation is essential for success in the course. In addition each unit students will complete a take home exam/project that will contain both analytical and creative elements. All students in the course are required to take the College Board Exam in May. After this exam, students will complete a fully documented research paper.

RESOURCES/REFERENCES

- Summer Read: Pomeranz and Topik, World that Trade Created
- Stearns et al World Civilizations: The Global Experience, AP Edition
- Reilly v. 1 and v. 2 Worlds of History (Bedford St. Martin)
- Adams et al. Experiencing World History (New York University Press)

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES**

WORLD HISTORY II: 1815 to Present

DESCRIPTIVE OVERVIEW

Tenth grade World History course serves an important role in the sequence and structure of the Hingham Social Studies Program and the Massachusetts Social Science Frameworks. Ninth grade World History stresses ancient civilizations up to 1815. Tenth grade stresses world history from the Industrial Revolution through the present with an increasing emphasis on the non-western world, global interdependence, and other challenging global issues. Distinctive cultural, political, and economic contributions of major world regions are emphasized, and history is used as a vehicle to illuminate these contemporary problems or issues. The curriculum is basically the same for all students as it is aligned with the Frameworks, but modified as deemed necessary by the various levels.

GOALS

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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.

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

Method of instruction includes whole class, group work, differentiated instruction techniques, lecture/discussion, and individual/group projects. When necessary, Standard classes are kept small in size in order to maximize close teacher /student interaction. The major emphasis is on skill development. The overall goal is to help students develop the skills to become life-long learners with the intellectual curiosity to become informed citizens. Critical thinking skills are stressed throughout the course for all levels. In daily discussions, homework assignments, and essay tests, students are required to reason, to relate cause and effect, and to draw hypotheses. Students are required to keep abreast of major world events and be able to evaluate various biases and points of view by analyzing a wide range of documents and primary sources. Instructional model for standard classes reflect basic reading, writing, and thinking skills and reflect a wide range of activities to maximize student success.

ASSESSMENT

Varied approaches are used to evaluate students, and these will be adapted to meet the wide range of abilities in our leveled courses. Written tests include objective as well as identification and essay questions. Open ended essay writing is a major assessment in the 10th grade. Major student-centered assessments are assigned three of the four marking periods. One of these assessments is a research and term paper assignment which will require a thesis statement, MLA documentation, and bibliography. The other two are researched based debates on 19th Century Imperialism and the Israeli-Palestinian Crisis. A great deal of group work is done in class as well as traditional discussion and lecture. Homework is assigned on a regular basis. Quizzes, objective exams, debates, and essay/paragraph assignments are all utilized with a heavy emphasis on critical thinking. Assessments for standard classes are individualized to focus on key reading, writing, and thinking skills

RESOURCES/REFERENCES

World History: Patterns of Interaction (2009) McDougal Littell

Global Studies (1997) Globe Publishers plus a wide range of specially designed materials to develop skills and suit the learning needs of students

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES**

ADVANCED PLACEMENT UNITED STATES HISTORY

DESCRIPTIVE OVERVIEW

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 to not only 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.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

OBJECTIVES

Teach a first year college course in U.S. History that will also prepare students for the Advanced Placement exam in May

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, maps).

Recognizing bias and point of view.

- 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.
- Identifications stressing clear definitions and significance of term.

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 and discussions.
- Using technology to express historical concepts.

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, 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.

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.
- Students having a working knowledge of our constitutional system and an appreciation of the importance of citizenship in a democratic society.

The specific content objectives of this course are as follows:

- Students should be able to analyze the development of major economic and social trends and their impact on American society.
- Students will recognize the major issues facing the United States as we approach the 21st Century.
- Students should comprehend key stages in American foreign policy from our emergence as a world power in the 1890's to the post cold war world of "9/11".
- Students will understand key political themes in American history during the last hundred years.

INSTRUCTIONAL MODEL

Due to the nature of the course being driven by a national exam in May, it is a content driven course which requires rapid coverage from colonial period of American History to the first decade of the 21st century. Class activities have to be short and focus on seminar formats with the teacher leading the discussions. There is a great deal of lecture/discussion and specific debate topics integrated through the course.

ASSESSMENT

It is understood by all students taking AP U.S. History that the AP Exam in May is mandatory. These exams are three hours long and given each May in Hingham. However, the AP course stands by itself as a valuable college preparatory experience. Extensive essay writing and short papers based on the analysis of documentation are prevalent throughout the course. These are supplemented by oral reports and role-playing activities. Finally, it is expected that students will actively be involved in class discussion which is an important ingredient to the depth and richness of the course.

RESOURCES / REFERENCES

Text: *The Enduring Vision*. Boston: Houghton Mifflin, 2010.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES
AMERICAN STUDIES (L-2)**

DESCRIPTIVE OVERVIEW

This course is organized around the eight 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; and (8) Role of the frontier in shaping America's development and sense of identity; Students read selected works of American literature and American history which pertain to these topics and, at regular intervals; students are given interdisciplinary assignments based on these readings.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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.

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 the analysis of primary sources. There is a consistent emphasis on student participation. Homework assignments from the text are used to teach note taking skills and require students to evaluate material as well as to gather facts. In class, students work to synthesize ideas and draw conclusions. They answer questions both in writing and orally, working independently or in groups. A major instructional focus is the integration of factual material, critical thinking, and the techniques of persuasive writing.

ASSESSMENT

Students will be assessed continuously throughout the course using a range of evaluations. Assessment will include frequent homework checks, announced and unannounced quizzes, class participation, test and projects. Once each quarter a major interdisciplinary assignment is required. Included among these assignments are a formal term paper, a spoken analysis of a poem or historical document, a piece of historical fiction and a History Day group/individual project of competitive quality.

RESOURCES / REFERENCES

Text: *The Enduring Vision* (2008), McDougal Littell

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES**

AMERICAN STUDIES (Levels 3 & 4)

DESCRIPTIVE OVERVIEW

American Studies is an interdisciplinary approach to United States History and American literature from the Civil War and Reconstruction period (1861-1876) to the present. It is taught in tandem with an English component. After an examination of the industrialization and emerging world power of the United States during the second half of the 19th Century, the course emphasizes 20th Century America. American social, cultural and intellectual themes will be stressed along with the more traditional political and economic. Writing, study skills, and oral / group presentation skills are emphasized, and there is a strong commitment to high academic standards.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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.

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 the analysis of primary sources. There is a consistent emphasis on student participation. Homework assignments from the text are used to teach note taking skills and require students to evaluate material as well as to gather facts. In class, students work to synthesize ideas and draw conclusions. They answer questions both in writing and orally, working independently or in groups. A major instructional focus is the integration of factual material, critical thinking, and the techniques of persuasive writing. Instructional model for standard classes reflect basic reading, writing, and thinking skills and reflect a wide range of activities to maximize student success.

ASSESSMENT

This course will prepare students for a solid understanding of U. S. History, the American political system, and the skills necessary to be successful in post-secondary education; therefore, homework is an important ingredient to the course. A minimum of three major projects of assignments will be coordinated among all classes in order that every level 3 student receives the same skill training. These assignments will be the following: (1) a document-based essay based on interpretation of primary sources; (2) a thesis paper required of all level 2 and level 3 students that will be a culminating activity utilizing writing and higher level thinking skills that have been fostered throughout the Hingham social studies program; and (3) a cooperative learning activity that will evaluate student knowledge through the use of visuals and projects. Role-playing activities and class participation activities will be emphasized, as well as the traditional identification, multiple choice, and essay question formats of evaluation. Assessments for standard classes are individualized to focus on key reading, writing, and thinking skills

RESOURCES/REFERENCES

Text: *America: Pathways to the Present* (2000), American Heritage

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES**

ADVANCED PLACEMENT EUROPEAN HISTORY

DESCRIPTIVE OVERVIEW

This AP course is an introductory college course; it is not easy, but neither is it impossibly difficult. Compared with Level 2 courses, AP European History will be more demanding, but also more rewarding. AP courses require more work, but they allow greater opportunity to master the subject and to explore it in greater depth. High school seniors have an opportunity to receive college placement and/or credit. The course is a logical culmination for those gifted and hard working students seeking preparation for those colleges and universities cited as most competitive. The course follows a basically chronological approach emphasizing the relevance of history to today's world, with an added emphasis on developing study habits. All historical issues are examined by a multi-causal approach revolving around the following three broad themes: (1) political/diplomatic; (2) social/economic; and (3) cultural/intellectual. The course also refocuses on the changing views of man, God, science, and politics from the Renaissance to the present.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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.
- 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

Due to the nature of the course being driven by a national exam in May, it is a content driven course which requires rapid coverage from the Renaissance to the first decade of the 21st century. Class activities have to be short and focus on seminar formats with the teacher leading the discussions. There is a great deal of lecture/discussion and specific debate topics integrated through the course.

ASSESSMENT

It is understood by all students taking AP European History that the AP Exam in May is mandatory. These exams are three hours long and given each May in Hingham. However, the AP course stands by itself as a valuable college preparatory experience. Extensive essay writing and short papers based on the analysis of documentation are prevalent throughout the course. These are supplemented by oral reports and role-playing activities. Finally, it is expected that students will actively be involved in class discussion which is an important ingredient to the depth and richness of the course.

RESOURCES AND REFERENCES

Text: *The Western Heritage* (2003), Prentice Hall

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES
ECONOMICS**

DESCRIPTIVE OVERVIEW

This course is a practical introduction to the American economic system. Students will learn the basic theories and practices of the free enterprise system. They will gain an understanding of the economic factors that drive the market system such as supply and demand, prices, money and banking, taxes, the investment world, and government efforts to foster economic stability. Students will be involved in many hands-on economic simulations. As a major project students will create a diversified investment portfolio appropriate for a particular investor.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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.

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 METHOD

Economics will mix a range of teaching strategies. New concepts will often be introduced with a lecture discussion format. Student centered activities will be used to help students practice new skills. Independent reading and writing will be used to help students link abstract economic concepts to current events and trends.

ASSESSMENT AND EVALUATION

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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. Students will be evaluated with a range of assessments. In addition to traditional multiple choice, short answer and essay tests, students will complete case studies, simulations and an investment project. For the investment project students will complete a full investment portfolio appropriate for an assigned investor. In order to keep the class linked to the students' own experiences, class participation is essential and will be assessed weekly. Reading and written homework will be assigned regularly. A community service project is a requirement for all students taking a social studies elective during senior year. Many students may be doing their CSL project in this course.

RESOURCES/REFERENCES

Text: *Economics Today & Tomorrow* (1995), Glencoe

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES
PSYCHOLOGY**

DESCRIPTIVE OVERVIEW

Psychology is a social studies elective offered to juniors and seniors. The class is a practical introduction to the study of human behavior. Students will learn the basic theories of the major psychologists, as well as gaining an understanding of how human behavior affects daily life functions. Core units built into the course include human personality, brain function, sensation and perception, gender, and psychiatric disorders. Students will be required to administer psychological experiments, work in group settings, and discuss psychological topics at length in class.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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.

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

INSTRUCTIONAL MODEL

Psychology employs a number of learning techniques. While the traditional lecture/discussion format is used, many student-centered strategies will be included as well. Students will also be kept updated on current psychology trends through independent reading and writing.

ASSESSMENT

Students will be assessed in a number of ways. Evaluation will include traditional objective and essay-based tests. Alternative forms of assessment consisting of role-playing/simulations, debates, and analysis of case studies will frequently be used in class. Class participation is a vital aspect of the class and will be a major component of the grade. Finally, students will be required to keep a journal in which they will respond to writing prompts relating to topics covered in class.

RESOURCES/REFERENCES

Text: *Psychology and You*, Third Edition. McMahon and Romano, National Textbook Company, 2000.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES
SOCIOLOGY**

DESCRIPTIVE OVERVIEW

Sociology is a one semester elective offered to juniors and seniors interested in examining the role of groups and the behavior of individuals within those groups. Special attention is given to the fundamental question, “To what extent are an individual’s actions shaped by society?” Students will compare our society to foreign cultures to gain a greater perspective on their own lives. In addition, they will examine the role of race, class, and gender in American society by critically studying both sociological writing and current events. Students will gain an increased understanding of how they fit in their society, and the ways that group decisions of all types impact the lives of individuals. They will learn to use a sociological perspective to understand their world, and to assess the ways that it perhaps should and should not be changed. The sociological perspective offers students valuable insights into the forces that make us “who we are.” It allows students to gain a broader perspective on their own lives and the lives of others.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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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 utilizes a wide range of instructional methods which allow students to learn in a variety of styles. Lectures, discussions, activities, and projects are employed to create a challenging yet supportive classroom environment for students of all abilities. The value of classroom participation, both written and verbal is stressed.

ASSESSMENT

Students will be assessed based on a wide range of homework, tests, quizzes and projects, as well as class participation. Attention will be given to memorization, critical analysis, and interpretation. Test will include both an objective and a written component. In addition, many students will complete the required community service component of their social studies elective as a part of this course.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
SOCIAL STUDIES**

AMERICAN POLITICAL SYSTEMS

DESCRIPTIVE OVERVIEW

This course is a senior elective that focuses on the study of American government and highlights topics in modern-day America. The course is designed to provide an in-depth look at the American political and legal systems and make connections between them and current issues facing the United States today. Students will analyze the dynamics of national and state elections, and will also study topics of current national interest such as religion and the state, controversial court decisions regarding amendment rights, the role of the media in America and gender issues. Discussion and debate are key components to a successful understanding of the course. Writing, study skills, and oral / group presentation skills are emphasized, and there is a strong commitment to high academic standards.

GOALS

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 Massachusetts assessment exams. The second goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. 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.

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- Well written and multi-paragraph compositions that have clear topic development and organization.
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- Oral and media presentations and debates.
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Work both independently and cooperatively with others – demonstrated by

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- 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.

ASSESSMENT

A major emphasis is on class participation and student-centered work. Various individual/group projects, oral reports, multiple-choice and essay tests, weekly newspaper article reports, quizzes and debates will round out evaluation. A community service project is also incorporated in the final grade for all seniors.

INSTRUCTIONAL MODEL

This class combines a variety of instructional methods including lecture, directed questioning, small group work, debate, and the analysis of primary sources. There is a consistent emphasis on student participation. Homework assignments from the text are used to teach note taking skills and require students to evaluate material as well as to gather facts. In class, students work to synthesize ideas and draw conclusions. They answer questions both in writing and orally, working independently or in groups. A major instructional focus is the integration of factual material, critical thinking, and the techniques of persuasive writing.

RESOURCES/REFERENCES

Text: *American Government: Citizenship and Power* (2010), EMC Publishing

Extensive use is made of *The Boston Globe* as well as *The Week*.