

## PROGRAM OF STUDIES 2018-2019

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### 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.

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

## **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**

Specific course descriptions for grades 6-8 are available in each academic area.

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

Sixth graders also take art, *DARE*, foreign language, *Second Step*, and the following exploratory classes: media literacy, introduction to drama, introduction to family and consumer science, and introduction to technology education. They must also elect to participate in one of the following music offerings: band, chorus, or orchestra. 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).*

### **Student Schedule Requirements**

Based on a four-day, 28 block cycle, each student in grades 6-8 must carry a minimum of 26 class blocks per cycle. Massachusetts “Time & Learning” guidelines require that all students be scheduled for 990 hours of instructional time annually; therefore, students who enroll in fewer than 28 class blocks will be assigned to a directed study to complete their “instructional time” requirements.

### **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.

### CORE VALUES

Fulfillment of Individual Potential  
Respect for Self and Others  
Civic Responsibility

Commitment to Life-long Learning  
Environmental Stewardship  
Global Citizenship

### Beliefs about Learning

#### All students learn and succeed best...

- in an atmosphere of mutual respect
- with comprehensive educational programs that offer opportunities to explore, experiment, and excel in academics, arts, athletics, and other extracurricular interests
- with a curriculum that promotes essential 21st century skills – notably creativity, curiosity, resilience, teamwork, and global awareness
- in a culture that establishes a commitment to both high academic expectations and the support of intellectual, social, emotional, and physical well-being for all
- in a community that fosters environmental responsibility
- with teachers who employ a variety of instructional practices and assessments
- in an atmosphere that encourages independent learning, self-advocacy, and intellectual risk-taking without fear of failure
- in a community that actively promotes the development of personal responsibility, integrity, and ethical behavior

### Expectations for Student Learning

All Hingham High graduates will

- 1. Read purposefully**
  - Read both literary and informational texts 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
  - Engage in environmentally responsible behaviors
  - Exhibit positive verbal and nonverbal behavior
  - Maintain a good conduct record
  - Display personal and 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**

- 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
- Examine contemporary issues from multiple perspectives

**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 help
- ◆ 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. 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 HHS 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.

Minimum Credits for Class Standing (Promotion to next grade)

- Minimum credits necessary to become a sophomore 25
- Minimum credits necessary to become a junior 50
- Minimum credits necessary to become a senior 75

**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 | 2.5 credits in fine or applied arts                     |

**For the Class of 2019**

2.5 credits in computer (or pass a proficiency exam)	5 credits in physical education/health
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**For all classes beginning with the Class of 2020**

5 credits in physical education	2.5 credits in health
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(Computer Applications will no longer be a graduation requirement beginning with that class.)

The following are high school graduation requirements by grade:

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

\*\*All high school students must participate in physical education every year. In grades 9 and 10, all students are required to complete a semester course in physical education. 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.

### **Course Selection Process**

**The Hingham High School administration builds the entire schedule and assigns faculty based on information received from students and parents during the course selection period. Requests for changes after that time will only be honored due to extraordinary circumstances after school personnel have carefully considered the reasons for the proposed changes and only if space and resources are available. Requests for a change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate reasons for a schedule change and 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, over-subscription, 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.

Teacher recommendations for level placement and realistic assessments of ability and work habits should be considered seriously by students and parents during the course selection process. These recommendations and assessments are intended to place students in courses where the pace, expectations and standards are appropriate to their needs and abilities, thereby allowing students to learn, grow and succeed in an optimal fashion. As students formulate their course registration plans, attention to the *Program of Studies* is essential because it contains statements of prerequisites, course recommendations, and course expectations.

### **The Course Selection Procedure:**

1. Students and counselors discuss the overall course selection process
2. The current teacher makes course recommendations for the next year (for leveled courses only).
3. Student and parents discuss program choices for the following year, review specific language in the Program of Studies, and review the student's report card.
4. The student and parent review the teacher recommendations, choose the courses using the Program of Studies, and make their selections through the X2 portal.
5. Guidance Counselors review the course selections of the students.

In academic courses where there is a disparity between teacher recommendation and the course the student wishes to select, the level recommended by the teacher will be recorded. In order to resolve the disparity, the student and parent will follow the Placement Review Process.

### **Placement Review Process**

**Teachers carefully consider their level recommendations for each student. It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher recommendation differs from the level that the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the student and parent are encouraged to talk with the teacher and, if necessary, the appropriate department head. If the decision is to override the teacher's recommendation, the parent/student will select the original course recommended on the X2 portal and then request a Parent Override Form from the student's counselor. ALL REQUESTS MUST BE RECEIVED BY THE DEADLINE FOR SUBMITTING COURSE SELECTION SHEETS. Exceptions due to extraordinary circumstances will be reviewed by the appropriate school personnel.**



### **Note to Parents and Students who have participated in the Placement Review Process:**

Sometimes parents / students choose to reject placement recommendations and request placement in a more demanding level. There are risks in doing so. Specifically:

- A student who does poorly in a more advanced class weakens his/her record. Sometimes, difficulties in one course generate difficulties in others as well.
- To keep up with the class, the student may require more individual help than the teacher can reasonably be expected to provide. The demands of an advanced curriculum do not allow teachers to accommodate to the pace of a student who is misplaced. The teacher cannot provide individual tutoring.
- We cannot assure that a student who has difficulty will be able to move to a lower level. Classes are tightly scheduled, and it may not be possible to find a place in the new class mid-semester. The student must then either drop the course completely or remain in the requested section despite diminished performance.
- When a transfer is possible, it may be necessary to reschedule other classes to accommodate the shift. This general disruption can cause problems in other courses where the student may be doing well.

### Schedule Changes

Once selections have been made and classes formed, it is extremely difficult to make changes. **Students should select courses carefully.** The program selected by a pupil and approved by the parent, prior to the close of the school year, represents a final choice of courses with these exceptions:

1. If, through summer school or by other means, a student has satisfactorily completed subjects failed or incomplete as of the previous June, the student may apply at the School Counseling Office for a schedule change.
2. Errors on a student's program should be reported to the counselor immediately.
3. All other requests for change must be handled individually with the counselor and may be granted only after parental participation in a conference and with department head approval.

Counselors are responsible for any schedule changes. Requests for changes may be initiated by the student, parent, teacher, department chairperson or administrator. After a decision has been made to effect a schedule change, the following steps must be taken.

1. The counselor will develop the program change.
2. The change sheet must be approved by the parent and the department chairperson and/or teacher.
3. Students will be notified by the counselor if and when the change will be made.

### Level Changes

Students in academic courses are assigned levels on the basis of ability and past achievement. Any questions regarding levels may be directed to the counselor.

- In the case of full-year classes, level changes may not occur after the first five weeks of terms one and two; no level changes may occur after mid year. For semester courses level changes may not occur after the first five weeks of the course.
- No level changes nor course withdrawals may occur without teacher input and department chair 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.

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.)

\*Courses at HHS that fulfill that requirement are American Studies or Advanced Placement US History.

#### Teacher Changes

Requests for a teacher change will require a parent conference with the current teacher and department chairperson. If the department chairperson approves, the change will be made when possible. The department chairperson will consult with the counselor to determine if it is mechanically possible to make the change. If parents are not willing to accept the resolution reached, the principal will review the request and make a final judgment.

A change in program is not completed until both student and teacher are notified and all books are returned to the original teacher. THE STUDENT MUST ATTEND ALL CLASSES UNTIL NOTIFIED BY HIS/ HER COUNSELOR.

During the initial five weeks of any course, students are permitted to drop courses (following procedures listed above) without penalty, provided the student will still have the required number of credits. After the initial five weeks of any course, a student who drops a course will have entered on his school record a “W” and the notation of passing (P) or failing (F) at the time of withdrawal.

**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.



### 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) centered on level 3 (college preparatory). 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 (i.e., English, foreign language, math, science and social studies) 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+	5.3	4.8	4.3	3.8
A	5	4.5	4	3.5
A-	4.7	4.2	3.7	3.2
B+	4.3	3.8	3.3	2.8
B	4	3.5	3	2.5
B-	3.7	3.2	2.7	2.2
C+	3.3	2.8	2.3	1.8
C	3	2.5	2	1.5
C-	2.7	2.2	1.7	1.2
D+	2.3	1.8	1.3	0.8
D	2	1.5	1	0.5
D-	1.7	1.2	0.7	0.2
F	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 Post Secondary Planning Office which contains information useful in college and career planning. The material is for the use of students and their parents; counselors and the post-secondary planning coordinator are available to assist. The Post Secondary Planning Office 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 (i.e., December 1st of 8th grade for 9th grade enrollment and December 1st of subsequent years for high school transfer) of their child's intent to enroll in a vocational school for the next school year. Parents should inform the school principal of their plans to apply to vocational school as early as possible so the school can best support their application plans.

**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).

**NB** **Four years of mathematics is required for acceptance to any Massachusetts state college or university. Additionally, three years of a lab science is required. All HHS science classes are considered lab sciences.**

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 **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, the family and consumer sciences, 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. Lowell Scholarships enable middle- and high-school teachers and high-school students in Boston-area schools to take one Extension School course per term (fall and spring) at half the regular tuition rate (for undergraduate or graduate credit only). The number of scholarships is limited, so teachers and students should apply early in the registration period. Scholarships cannot be used for January session or summer courses. Information about courses, registration, payment, and academic policy are in the Harvard Extension Catalogue or at <http://www.extension.harvard.edu>. 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.

### **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.

### **ART 6- Grade 6**

This course is designed to build upon artistic knowledge acquired in the elementary years and prepares students to enter into a more intense middle school art program. The course is a semester course where students will be exposed to a variety of media and materials and will be required to make artistic choices that will inform their artwork. Developmentally appropriate projects are designed to further artistic skill and knowledge while allowing for a high level of success for all students, building confidence and self-awareness. Connections will be made to art history and other academic subjects as students explore slightly more mature concepts and themes. Students are held to a high level of craftsmanship that will prepare them to move into seventh and eighth grade art.

### **910 INTRODUCTION TO DRAWING**

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.

### **920 DRAWING & PAINTING I**

Grades 10-12 - 2.5 credits

Prerequisite: Intro to Drawing

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, tempura, and acrylic paints.

### **921 DRAWING & PAINTING II**

Grades 11 & 12 - 2.5 credits

Prerequisite: B+ or better in Drawing & Painting I; recommendation 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.

### **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.

### **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 as well as proper firing and glazing techniques. Emphasis is placed on design, construction, and the craftsmanship of each project while developing appropriate Studio Habits of Mind.

### **931 CERAMICS & SCULPTURE II**

Grades 9 - 12 - 2.5 credits

Prerequisite: Ceramics & Sculpture I or Wheel Throwing

Building on the skills and techniques covered in Ceramics I, this course will provide students the opportunity to develop a personal artistic voice. More time will be devoted to analyzing and discussing famous artwork as well as critiquing peers' artwork. Students can elect to take this course multiple times for credit with instructor's permission.

### **932 WHEEL THROWING**

Grades 9- 12 - 2.5 credits

This course will introduce students to the potter's wheel and how a functioning studio operates. Emphasis is placed on many hours of practice of specific hand positions and tools to help develop muscle memory. We will examine and discuss multiple examples of contemporary potters and artists to help students understand and develop a personal style.

**935    ADVANCED WHEEL THROWING**

Grades 9-12 - 2.5 credits

Prerequisite: Wheel Throwing

Students build upon the endless hours of practice in the beginner class to learn more advanced techniques including teapot construction, double walled vessels, platters, and jugs. Emphasis is placed on throwing bigger while developing a personal artistic voice. Independent research of contemporary artists is required for each project. Students can elect to take this course multiple times for credit with instructor's permission.

**933    PORTFOLIO PREPARATION**

Grade 12 - 5 credits

Prerequisite: B+ or better in three art courses including Drawing and Painting I and II; recommendation 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.

**937    AP STUDIO ART: 3-D DESIGN**

Level 1 - 5 credits

Prerequisite: any two ceramics classes and recommendation or permission of the instructor

Students will continue to pursue the investigation of the three-dimensional form in wheel throwing and handbuilding with clay but also expand their vocabulary by using alterna-

tive materials. AP 3D Studio Art is not based on a written exam; instead, students must submit portfolios for evaluation at the end of the school year consisting of three sections: breadth, concentration, and quality. In the breadth, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth, space, volume, and surface. In the concentration, students must explore a concept through a series of pieces that demonstrate a strong artistic voice. This is a rigorous course that involves written formal critiques of famous artwork as well as intensive verbal critiques with other art disciplines. For the motivated art student, it is incredibly rewarding.

**938    MIXED MEDIA**

Grades 9-12 - 2.5 credits

This course will offer in-depth exploration of techniques and new ways to see, use, and interpret found objects. Students will create multi-directional compositions with a variety of materials, paint, images, found objects, and ink painting. Techniques will include collage, monotype printing, drawing, painting, mixing, assemblage, cutting and pasting, etc. This course is designed to give students a wide variety of art making experiences and allows students to continue to explore various visual art forms and techniques through the elements and principles of art and design.

Check out [instagram@hingham\\_pottery](https://www.instagram.com/hingham_pottery)**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 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.

**623    DIGITAL LITERACY**

(FORMERLY COMPUTER APPLICATIONS)

Grades 9-12 - 2.5 credits

**Fulfills HHS computer requirement for the class of 2019**

This course examines the current programs and applications that are used in the world of business. Students will apply Microsoft Office and Google productivity applications to projects and assignments they will face in everyday life. This class progressively builds on previously established computer applications and concepts. Students will also learn about software and Web 2.0 tools that can be used for their academic coursework and in the workplace. Additionally, students will practice 21st century skills by collaborating with others to problem solve and develop proper communication and presentation techniques. Students will be introduced to the concept of digital citizenship and the importance of maintaining their online "self." Students will be required to participate in daily class work

assignments to demonstrate their understanding and application proficiency. This course is especially geared for freshman and sophomores eager to learn about applying technology to academic, work, and personal life.

**625    INTRODUCTION TO BUSINESS**

Grades 9-12 - 2.5 credits

This class is designed to introduce students to the world of business. A variety of learning activities and applications will be used to cover topics such as the role of business in our economy, the business cycle, entrepreneurship, business ownership, business management, leadership, marketing and advertising, financial management and accounting, personal finance, information technology, and career planning. Group work, discussions, journaling, projects, and online simulations will be used to authenticate the learning process. Interest in many areas can be explored further in additional business offerings. This course is especially geared towards freshmen and sophomores that have an interest in business.



### **641 FINANCIAL ACCOUNTING**

Grades 10-12 - 2.5 credits

In this course, students are introduced to the “language” of business. The course provides an understanding of the responsibilities that are required for entry-level accounting jobs. Students are introduced to basic accounting principles, examine the importance of ethics in business, and utilize accounting software and electronic spreadsheets for a hands-on approach to learning. This course is highly recommended for all students thinking about majoring in business administration or accounting.

### **645 PERSONAL FINANCE**

Grades 10-12 - 2.5 credits

This course examines the elements of living on your own in the “real world.” Students will be introduced to a variety of personal finance topics including career exploration, budgeting, banking and investing, credit, and major expenditures. This course examines the many elements of managing money, living independently, and being a responsible consumer. In addition to independent and collaborative assignments, students will be required to participate in regular class discussions and will take part in real-world personal finance simulations. Class participation is an important element of this course and will be reflected in students’ grades.

### **646 A WALK DOWN WALL STREET: FUNDAMENTALS of INVESTING**

Grades 10-12 - 2.5 credits

Prerequisite – Personal Finance or departmental approval

This course will introduce students to the world of wealth management. Students will take an in-depth look at financial securities such as stocks, bonds, mutual funds, real estate, and speculative investments. Students will learn about diversification and how to create a diversified portfolio using stock market simulators. The class will explore popular investment approaches and philosophies. After taking the course, students will understand the role of the stock market in everyday life, develop responsible strategies for managing current savings, and help make better future financial decisions.

### **650 HINGHAM TECH SQUAD**

Grades 9-12 - 2.5 credits

The Hingham Tech Squad is a student-centered solution for school-wide technology integration. Students involved in this program learn how to use existing educational technologies, as well as how to evaluate and make informed selections among the technologies available to complete a task or project. Students not only learn technology skills but also crucial 21st century skills, such as planning and collaboration. They learn how to help teachers integrate technology into classroom lessons, how to use school technology, and how to provide tech support. The Hingham Tech

Squad members work with teachers throughout the school to plan tech-infused lesson or provide tech support. The result is an authentic project-based learning experience for the students and sustainable technology support for the teachers. Students who successfully complete this course may enroll in course.

### **651 TECH SQUAD HELP DESK**

Grades 9-11 - 2.5 credits per semester

Prerequisite: satisfactory completion of Tech Squad and approval from instructors.

Continue to support HHS technology by joining the Tech Squad Help Desk. Further apply the skills and knowledge learned in Tech Squad independently during a period that fits your schedule. Students will work side by side with the HHS Library Media Department to respond to requests for technology support from HHS users. In addition, explore and report on the pursuit of online certifications in technology training. Use what you’ve learned in Tech Squad to investigate and advise on new technologies for the Hingham Public Schools.

### **653 MARKETING**

Grades 10-12 - 2.5 credits

Marketing is an essential function in all types of businesses and organizations. This course provides a comprehensive view of the marketing field. Topics covered include marketing in the 21<sup>st</sup> century, market segmentation, the marketing mix, and market research and analysis. Students will learn about the multiple aspects of marketing goods and services in the U.S. and global economies. Students will participate in a variety of collaborative activities and discussions. Students will authenticate the learning process with a project based learning experience in conjunction with the Hingham Downtown Association.

### **654 BUSINESS MANAGEMENT**

Grades 10-12 - 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. It is designed to provide a solid foundation for students contemplating studying business in college. Topics include but are not limited to entrepreneurship, business communication, business ownership, business plans, financial reports (Income Statement, Profit-Loss Statement, Balance Sheet), economic concepts, marketing, human resource management, information technology, and ethics.

**656 SPORTS MARKETING & ENTERTAINMENT**

Grades 9-12 - 2.5 credits

Prerequisite – Marketing or departmental approval

This course is designed for students that want to pursue their interest in marketing and the sports and entertainment industry. This course emphasizes the fundamental marketing concepts and will include an introduction to the sports and entertainment industry. Some topics that will be covered in the course include marketing strategies, sponsorship, pricing, marketing research, endorsements, and promotions. By completing real-world tasks, students will gain a variety of 21st century skills including critical thinking, communication, and problem solving. This course offers students an advantage if pursuing marketing or sports management degrees at the collegiate level. Guest speakers, case studies, journaling, field trips, videos, and computer-integrated simulations will be incorporated into the class.

**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 your school counselor for more details on this 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 expository, persuasive, narrative, and descriptive writing.
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, as needed, differentiated. These practices will take into account appropriate levels of readiness and challenge for all students.
4. **Vertical Articulation:** Our program will promote a consistent continuum of skills from one grade level to the next. All courses in this department are aligned with the 2017 Massachusetts Curriculum English Language Arts and Literacy Framework and address HHS Student Learning Expectations 1, 2, 3, 4, 5, 6, and 7.

### 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 evidence of student learning and of teacher-student accountability. Folders and portfolios are available for review upon request and during conferences.

### SUMMER READING PROGRAM

Summer reading is required for all students in Grades 6-12. Teachers explain the requirements and instructions at the end of each school year. Lists and instructions are 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 in September. Students are encouraged to read a substantial number and variety of titles beyond the specified requirements.

### 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.

### 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.

## GRADE 6

Grade 6 English Language Arts (ELA) is designed to help students develop proficiency in the areas of reading, writing, language, and speaking/listening skills as specified by the 2017 Massachusetts Curriculum English Language Arts and Literacy Framework. Students develop their abilities in the areas of fluency, vocabulary, and comprehension through exposure to a variety of genres including fiction, non-fiction, poetry, essay, personal narrative, and memoir. A variety of age-appropriate novels and plays are supplemented by selections from the McDougal Littell *Language of Literature* anthology. Formal grammar instruction is presented through the McDougal Littell *Language Network* text and is emphasized as a tool for writing improvement. Writing instruction focuses on enhancing students' skills related to the structure and development of expository, persuasive, descriptive, narrative, and research writing.

All grade 6 students will participate in a STEM/Literacy Lab class that meets twice during each four-day cycle for the full year. This interdisciplinary class provides students with supplementary instruction in reading comprehension, analysis, and writing within the context of STEM projects and lessons. Literacy Lab also incorporates an emphasis on building high-frequency, content-specific vocabulary using Greek and Latin roots.

All sixth-grade students also take an exploratory course in drama that meets once per cycle for one term. The purpose of this course is to introduce sixth-grade students to the seventh and eighth grade drama curricula through a workshop-based format. These stand-alone workshops, which are designed to be entertaining and easily achievable without intimidation, will introduce the basic skills of voice, face, expression, music, movement, and improvisation.

## 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 that they will encounter later on state assessment and College Board exams.

### 102M LEVEL 2 REQUIREMENTS

- Reading: Titles will include selections from the following list: Fever 1793, Anderson; Great Expectations, Dickens; The Miracle Worker, Gibson; A Midsummer Night's Dream, Shakespeare; The Adventures of Tom Sawyer, Twain; Language of Literature, (McDougal Littell); selected novels for small group independent reading; selected short stories, myths, plays, and poems; a poetry project; a summer reading requirement.
- Writing: Students will complete three writing assignments per term – twelve over the course of the year. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: Language Network (McDougal Littell); Vocabulary from Classical Roots, Fifer/Flowers.

### 103M LEVEL 3 REQUIREMENTS

- Reading: Titles will include selections from the following list: Fever 1793, Anderson; Tangerine, Bloor; Walk Two Moons, Creech; The Miracle Worker, Gibson; The Adventures of Tom Sawyer, Twain; Language of Literature, (McDougal Littell); selected short stories, myths, plays, and poems; a summer reading requirement.
- Writing: Students will complete three writing assignments per term – twelve over the course of the year. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: Language Network (McDougal Littell); Vocabulary from Classical Roots, Fifer/Flowers.

### 104M LEVEL 4 REQUIREMENTS

- Reading: Titles will include selections from the following list: Fever 1793, Anderson; Walk Two Moons, Creech; The Miracle Worker, Gibson; Missing May, Rylant; Crash, Spinelli; The Adventures of Tom Sawyer, Twain; Language of Literature, (McDougal Littell); selected short stories, myths, plays, and poems; a summer reading requirement.
- Writing: Students will complete three writing assignments per term – twelve over the course of the year. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: 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.

## 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 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; The Diary of A Young Girl, Frank; A Raisin in the Sun, Hansberry; A Separate Peace, Knowles; Stonewall's Gold, Mrazek; Of Mice and Men, Steinbeck; A Tree Grows in Brooklyn, Smith; Language of Literature, (McDougal Littell); selected short stories, plays, and poems; a summer reading requirement.
- Writing: Students will complete three writing assignments per term – twelve over the course of the year. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: Language Network (McDougal Littell); Vocabulary from Classical Roots, Fifer/Flowers.

### 113M LEVEL 3 REQUIREMENTS

- Reading: Titles will be selected from the following list: Chains, Anderson; Code Talker, Bruchac; The Diary of Anne Frank, Goodrich and Hackett; A Raisin in the Sun, Hansberry; Stonewall's Gold, Mrazek; Of Mice and Men, Steinbeck; Roll of Thunder, Hear My Cry, Taylor; Language of Literature, (McDougal Littell); selected short stories, plays, and poems; a summer reading requirement.
- Writing: Students will complete three writing assignments per term – twelve over the course of the year. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: Language Network (McDougal Littell); Vocabulary from Classical Roots, Fifer/Flowers.

### 114M LEVEL 4 REQUIREMENTS

- Reading: Titles will be selected from the following list: Lupita Manana, Beatty; Code Talker, Bruchac; The Diary of Ann Frank, Goodrich and Hackett; 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: Students will complete three writing assignments per term – twelve over the course of the year. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: Language Network (McDougal Littell)

### 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

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.

### 122 LEVEL 2

- Reading: Titles will be selected from the following list: A Tale of Two Cities, Dickens; Lord of the Flies, Golding; The Odyssey, Homer; To Kill a Mockingbird, Lee; Mythology and You, Rosenberg and Baker; Romeo and Juliet, Shakespeare; selected short stories and poems; a summer reading requirement.
- Writing: Students will complete fifteen writing assignments over the course of the year – approximately three to four each term. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: Holt Handbook, Third Course, Holt, Rinehart, and Winston; other resources

### 123 LEVEL 3

- Reading: Titles will be selected from the following list: Lord of the Flies, Golding; The Odyssey, Homer; To Kill A Mockingbird, Lee; Mythology and You, Rosenberg and Baker; Romeo and Juliet, Shakespeare; Elements of Literature (Holt, Rinehart, and Winston); selected short stories and poems; a summer reading requirement.
- Writing: Students will complete fifteen writing assignments over the course of the year – approximately three to four each term. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: Holt Handbook, Third Course, Holt, Rinehart, and Winston; other resources

### 126 LEVEL 4 REQUIREMENTS

This class is designed to meet the needs of ninth graders who would benefit from a co-teaching structure and/or a small class setting. The primary aim 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 writing and selections for reading will be drawn from the level 3 course. Core texts will include the following: To Kill A Mockingbird, Lee; The Odyssey, Homer; Romeo and Juliet, Shakespeare; short stories from The Language of Literature (McDougal Littell); assorted readings from Greek, Roman and Norse mythology. Special attention will be given to skills and strategies needed for the MCAS exam. Students are recommended for this class 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 world cultures. Students will explore literary works of and about diverse cultural movements and civilizations including but not limited to 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; To Live, Hua; A Doll's House, Ibsen; Pomegranate Soup, Mehran; 1984 and Animal Farm, Orwell; Persepolis, Satrapi; 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: Students will complete fifteen writing assignments over the course of the year – approximately three to four each term. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.

Language: Holt Handbook, Fourth Course, Holt, Rinehart, and Winston; other resources

### 143 LEVEL 3 REQUIREMENTS

Reading: Titles will be selected from the following list: Things Fall Apart, Achebe; To Live, Hua; A Doll's House, Ibsen; Pomegranate Soup, Mehran; Animal Farm, Orwell; Persepolis, Satrapi; Macbeth, Shakespeare; Maus I & II, Spiegelman; Night, Wiesel; Language of Literature (McDougal Littell); selected prose, poetry; a summer reading requirement.

Writing: Students will complete fifteen writing assignments over the course of the year – approximately three to four each term. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.

Language: Holt Handbook, Fourth Course, Holt, Rinehart, and Winston; other resources

### 146 LEVEL 4 REQUIREMENTS

This class is 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 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 writing and selections for reading will be drawn from the level 3 course. Core texts will include the following: A Doll's House, Ibsen; Lord of the Flies, Golding; Night, Wiesel; Maus, Spiegelman; Animal Farm, Orwell; Julius Caesar, Shakespeare. Special attention will be given to skills and strategies needed for the MCAS exam. Students are recommended for this class based on standardized test results, teacher recommendations, and academic performance.

## GRADE 11 – 5 credits

### 151 LEVEL 1 REQUIREMENTS – ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. (From The College Board Course Description © 2010)

Reading: Required novels include Between the World and Me, Coates; Narrative of the Life of Frederick Douglass, An American Slave, Douglass; The Great Gatsby, Fitzgerald; The Scarlet Letter, Hawthorne; The Woman Warrior, Kingston; The Grapes of Wrath, Steinbeck; Adventures of Huckleberry Finn, Twain. Required class texts include Everything's An Argument, Sixth Edition; 50 Essays: A Portable Anthology, Third Edition; Language of Composition, Fifth Edition.

Writing: Students write in informal and formal contexts. Students will be engaged in imitation exercises, journal keeping, in-class responses, timed writing exercises, and formal instruction in expository and persuasive writing. In-class writing falls into the three major categories: expository rhetorical analysis, persuasive argument, and synthesis writing. Students will become acquainted with a wide variety of prose styles and gain understanding of the connections between writing and interpretive skill in reading. (From The College Board Course Description © 2010)

## AMERICAN LITERATURE

This course takes a chronological approach to the study of American Literature with the goal of understanding the development of American identity, values, and culture. Students analyze and interpret works from all literary movements, from Puritanism through Post-modernism, in order to explore the story of our country. Students expand and refine their skills in the areas of reading accuracy, critical thinking, 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 the Life of Frederick Douglass, an American Slave, Douglass; The Great Gatsby, Fitzgerald; The Scarlet Letter, Hawthorne; The Crucible, Miller; The Catcher in the Rye, Salinger; The Grapes of Wrath, Steinbeck; Adventures of Huckleberry Finn, Twain; The Color Purple, Walker; Ethan Frome, Wharton; American Literature, (McDougal Littell); selected American short stories, poems and essays; a summer reading requirement.
- Writing: Students will complete fifteen writing assignments over the course of the year – approximately three to four each term. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: English Workshop, Holt, Rinehart, and Winston; other resources

### 153 LEVEL 3 REQUIREMENTS

- Reading: Titles will be selected from the following list: The House on Mango Street, Cisneros; Narrative of the Life of Frederick Douglass, an American Slave, Douglass; The Great Gatsby, Fitzgerald; The Crucible, Miller; The Catcher in the Rye, Salinger; Adventures of Huckleberry Finn, Twain; The Color Purple, Walker; Ethan Frome, Wharton; American Literature, (McDougal Littell); selected American short stories, poems, and essays; a summer reading requirement.
- Writing: Students will complete fifteen writing assignments over the course of the year – approximately three to four each term. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format.
- Language: English Workshop, Holt, Rinehart, and Winston; other resources

### 154 LEVEL 4 REQUIREMENTS

This class is designed to meet the needs of eleventh graders who would benefit from a co-teaching structure and/or a small class setting. The primary aim 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 writing and selections for reading will be drawn from the level 3 course. Core texts will include the following: The House on Mango Street, Cisneros; Narrative of the Life of Frederick Douglass, an American Slave, Douglass; The Great Gatsby, Fitzgerald; The Crucible, Miller; The Catcher in the Rye, Salinger; The Moon is Down, Steinbeck; Adventures of Huckleberry Finn, Twain; Elements of Literature (Holt, Rinehart); selected short stories, plays, and poems. Students are recommended for this class based on standardized test results, teacher recommendations, and academic performance.

## GRADE 12 - 5 credits

### 161 LEVEL 1 REQUIREMENTS - ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

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 may include <u>Introduction to Literature</u> , (Bedford); <u>Waiting for Godot</u> , Beckett; <u>Wuthering Heights</u> , Bronte; <u>The Awakening</u> , Chopin; <u>Heart of Darkness</u> , Conrad; <u>A Raisin in the Sun</u> , Hansberry; <u>Their Eyes Were Watching God</u> , Hurston; <u>M. Butterfly</u> , Hwang; <u>A Prayer for Owen Meany</u> , Irving; <u>Dubliners</u> , Joyce; <u>Death of a Salesman</u> , Miller; <u>The Road</u> , McCarthy; <u>A Bend in the River</u> , Naipaul; <u>Citizen</u> , Rankine; <u>God of Small Things</u> , Roy; <u>Hamlet</u> , Shakespeare; <u>Twelfth Night</u> , Shakespeare; <u>Frankenstein</u> , Shelley; <u>Ceremony</u> , Silko; <u>Antigone</u> , Sophocles; <u>Oedipus Rex</u> , Sophocles; <u>Arcadia</u> , Stoppard; <u>Mrs. Dalloway</u> , Woolf; <u>Native Son</u> , 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.

*NB Students who plan to register with NCAA to participate in DI or DII athletics in college should NOT select Film Studies. This course is NOT accepted as a core English course by NCAA.*

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

Levels 2, 3, 4

Satire is a literary genre that uses irony, humor, and other 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 also filled with satirical references and influences. This course looks at both the classic origins of satire and the modern manifestations of satirical traditions. Starting with the influences of Classical comedy as interpreted by writers such as Shakespeare and Jane Austen, the course moves forward through time to investigate how these same comedic techniques inform the work of modern authors such as Kurt Vonnegut and Douglas Adams as well as how early texts and techniques are infused into modern film and television.

### 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 study a selection of literature, non-fiction, and film to probe issues such as medical ethics, censorship, war, and American cultural issues such as race, gender, sexuality, and violence. Readings include *The Things They Carried* by Tim O'Brien, *My Sister's Keeper* by Jodi Picoult, *The New Jim Crow* by Michelle Alexander, and a variety of print and on-line articles. Students will also view a variety of films and documentaries. There will be critical, creative, and research-based writing assignments in response to the literature, films, current events, and case studies presented in the class.

### 193, 194, 195 GLOBAL ISSUES in LITERATURE

Levels 2, 3, 4

Every year the countries of the world become more and more interconnected through technology, economics, and travel, but how well do we really know and understand each other? This course will use 20th and 21st century literature as ways of finding similarities and differences in the human experience across diverse countries and cultures in the era of globalization. The course will explore important contemporary global issues topics including migration, gender, income inequality, tolerance, and armed conflict. Countries and regions covered in the texts will include India, Nigeria, the Middle East, and the Caribbean, Latin America. Texts may include *The Reluctant Fundamentalist*, *A Small Place*, *White Tiger*, *Little Bee*, *Hope and Other Dangerous Pursuits*, *The Refugees*, *Half the Sky*, and other selected short texts and films.

(Note: This course will fulfill one course requirement for the GCP Certificate Program.)

## 196, 197, 198 DETECTIVES in LITERATURE

Levels 2, 3, 4

Detective fiction has become one of the most popular genres of fiction today. This course examines a number of detective narratives in an attempt to trace the genre over the past 150+ years and determine what detective fiction reveals about the time period during which it was written. Students will read both classic and contemporary authors such as Edgar Allan Poe, Agatha Christie, Raymond Chandler, Dennis Lehane, and Dan Brown and explore each work's connection to human nature.

## ENGLISH ELECTIVES

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.

### 183 CREATIVE WRITING

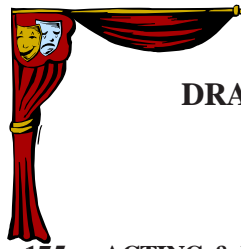
Semester course – 2.5 credits

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 publish work in the *Harborlight* and/or will have the option to build and develop their own media websites. This course may be repeated for full credit with the instructor's approval.



## 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.



## 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.

### 800M Grade 6 FACS Exploratory Program

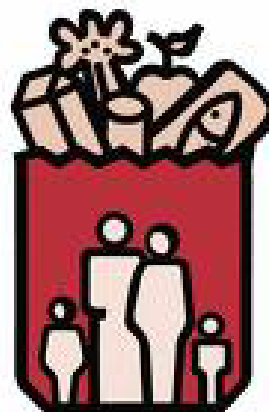
Grade 6 students will participate in introductory programs related to family and consumer science designed to provide them with an understanding and overview of the elective choices available to them in grades 7 and 8. Each class will meet once per cycle for one term.

### 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 groups 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 groups 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 learn basic skills related to food preparation. Students prepare foods selected from the concepts covered: the food groups, 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 knife 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 10-12 - 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. This laboratory class will take acquired culinary skills to the next level and 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 EXPLORING FASHION I

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.

### 832 EXPLORING FASHION II

Grades 10-12 - 2.5 credits

Prerequisite: Fashion Flair I

This course is an extension of Fashion Flair I. Students will continue to cultivate their creative skills and knowledge by working on independent projects. They will explore merchandizing and other fields of personal interest in the fashion industry.

### 831 INTERIOR DECORATING AND DESIGN

Grades 9-12 - 2.5 credits

This course introduces students to the elements and principles involved in creating an appealing and functional interior environment (home, apartment, college dorm). 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, 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 with the instructor's approval.

### 844 CHILD DEVELOPMENT I

Grades 10-12 - 2.5 credits

Physical, social, emotional, and intellectual development of the child from conception to age 4 is the course content. Emphasis is placed on working with children to promote each type of development with consideration given to safety, selection and preparation of learning materials. Students are taught how to write, execute, and self-assess lesson plans. HHS students have authentic hands-on experience working with children in a twelve-week preschool. The course culminates with a preschool graduation; then students reflect on their personal values and goals as related to parenthood.

### 845 CHILD DEVELOPMENT II

Prerequisite: Child Development I

Grade 11-12 - 2.5 credits

This is an advanced course for students interested in a career involving children. Emphasis is placed on the development and understanding of varied techniques of early childhood education with a focus on intellectual and social growth. An independent field trip to a local preschool is required. Students will plan and execute activities and projects to be used in their preschool experience. Additional study topics include children with special needs, adoption, and child abuse.



## FOREIGN LANGUAGE

Spanish is taught to all students in the elementary schools in kindergarten through grade five once per six-day 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 in the global community in which they now live. All modern foreign language courses are conducted in the target language. The students 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 Virtuoso Major Language lab is an integral component of the program. At the middle school the new Virtuoso Minor language lab is a significant addition to the program. Foreign language DVDs, CDs, newspapers, magazines, music, food etc. are integrated into daily 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

The Virtuoso Major Language Lab at the high school and the Virtuoso Minor Language Lab at the middle school are fully digital language learning systems. 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 teachers 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, the high school 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 grade of A- in a level 2 course **and** the teacher recommendation are required. A grade of 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.

### **Sixth-grade Foreign Languages**

In the sixth grade students will have the opportunity to study French or continue with Spanish. They will continue studying their chosen language throughout middle school. Sixth-grade classes meet every other day and are taught by a foreign language teacher. The curriculum provides a solid foundation in basic thematic vocabulary and grammatical structures that are presented in the textbook and continually reinforced and reintegrated. The focus of instruction is the development and improvement of the five skills necessary to achieve proficiency: listening, speaking, reading, writing, and cultural appreciation. Regularly scheduled classes in the language lab provide opportunities to enhance these skills. The cultures of the Hispanic and Francophone worlds are presented through a variety of software, DVDs, music, and authentic realia. Students are graded in accordance with the level of proficiency they achieve in all five skills.

## **FRENCH**

### **307M FRENCH 7-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 as well as introduced to French grammar. Extensive ancillary materials are used including videos, CDs, visuals, games, songs, and internet activities. Students are active participants through paired and group activities. This course covers all material included in the first half of the French 1 program. Students are required to achieve a grade of C- at the end of the year to progress to French 1B 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, games, songs, and internet activities. Students who maintain a B- average and meet the departmental criteria for advanced students will be considered to continue with French II honors.

### **310 FRENCH I**

5 credits

This course will focus on the fundamentals of communicative spoken French. Students will learn about the culture of the French-speaking world and learn to communicate in a variety of everyday situations. They will engage in skill-building activities and proficiency-based assessments and projects. The course will make use of differentiated methods to meet a variety of student needs. This course is designed for students with no prior knowledge of French.

### **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 orally and 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 orally and 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.

### **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. Skills are strengthened through spoken and written activities. Various projects connect the language with the students' daily life.

### **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 classroom. 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 an 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.

### **318 FRENCH V**

Level 3 - 5 credits

This course is for students who are able to consistently demonstrate an intermediate level of proficiency in the five skills of listening, speaking, reading, writing, and cultural understanding. Students will improve these skills by studying varying topics related to French and francophone culture. Particular emphasis will be placed on speaking. Topics may include food, art, music, current events and film. Excerpts of French and francophone literature from the Middle Ages to the present day will be read and discussed. Grammar knowledge will be reviewed and refined as necessary. Students will be expected to interpret and respond to written and spoken French at a level consistent with an intermediate level of proficiency.

### **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.

## 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, CDs, visuals, games, songs, and internet activities. Students are active participants 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 1B in grade 8. This course is offered for 8th grade students with the course number 324M.

### 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.

### 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 previously acquired skills and learn more complex grammatical structures. Extensive ancillary materials are used including videos, DVDs, CDs, and games. Additional literary readings will be assigned and discussed. Students who maintain a B- average and meet departmental criteria for an honors student will be considered to continue with Spanish II honors.

### 323 SPANISH IA

Level 3 - 5 credits

This is the first year of a two-year sequence of courses for the Spanish I curriculum. Spanish IA covers the first half of the curriculum, and the second half will be covered the following year in Spanish IB. Students wishing to fulfill their language graduation requirement must successfully complete both courses. The fundamental skills of listening, speaking, and cultural understanding are introduced along with the skills of reading and writing. From the beginning, students will be immersed in authentic communicative tasks through skill-building activities and proficiency-based assessments. They are active participants in every lesson through paired and group exercises. Those who wish to elect Spanish as a second foreign language will initially be placed in Spanish IA for the first semester and then may be switched to Spanish IB in the second semester subject to

acceptable grades and teacher recommendation. Successful completion of Spanish 1A and 1B satisfies the Hingham High School graduation requirement for foreign languages.

### 324 SPANISH IA

Level 4 - 5 credits

This is the first year of a two year long course that is completed in Spanish 1B. The fundamental skills of listening, speaking and cultural understanding are introduced along with the skills of reading and writing. Students engage in authentic communicative tasks through skill-building activities and proficiency-based assessments and projects. They are active participants in every lesson through paired and group exercises. Successful completion of Spanish 1A and 1B satisfies the Hingham High School graduation requirement for foreign languages.

### 322 SPANISH IB

Level 3 - 5 credits

This is the second year of a two year sequence of courses that completes the Spanish I curriculum. Students review, reinforce and build on the listening, speaking, reading and writing skills as well as the cultural understanding which they acquired in Spanish IA. They continue to improve their command of oral and written Spanish through authentic tasks and activities. They also participate in paired and group work to present information, concepts and ideas. Connections and comparisons between Spanish-speaking countries and their own are discussed. Successful completion of Spanish IB with a year-end grade of a C- or better allows students to continue to Spanish II. Successful completion of Spanish IA and IB fulfills the HHS language requirement for graduation.

### 327 SPANISH IB

Level 4 - 5 credits

This is the second year of a two year long course that began in Spanish 1A. Students, review, reinforce and build on the listening, speaking, reading and writing skills, as well as the cultural understanding that they acquired in Spanish 1A. They continue to improve their command of oral and written Spanish through authentic tasks, projects and activities. They also participate in paired and group work to present information, concepts and ideas. Connections and comparisons between Spanish-speaking countries and their own are discussed. Successful completion of Spanish 1A and 1B fulfills the HHS language requirement for graduation.

### 325 SPANISH II

Level 2 - 5 credits

This course is designed for the honors student who has successfully fulfilled the requirement to enroll in Spanish II honors. It continues 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, authentic communicative activities working individually, in pairs, and groups. 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. Students' active participation in the target language is stressed. Assignments are more challenging and lengthy.

### **326 SPANISH II**

Level 3 - 5 credits

This course is designed for students who have successfully completed the Spanish I curriculum. It 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 working individually, in pairs, and groups to enhance their communication skills. 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 encouraged.

### **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 and writing and cultural understanding utilizing higher order thinking skills. Students will communicate at a level of proficiency that is comprehensible to native speakers. They will develop an understanding and appreciation of a variety of cultures. 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. They will use the language lab to further their skills in speaking, listening, writing and culture. Successful completion of this course may allow students to be considered for AP Spanish Language the following year.

### **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 or-

der 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 of the global world in which we now live. College level texts, films, Spanish internet 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, make presentations and interpret and explain the social and cultural differences of the peoples studied. The course is presented in Spanish with minimal use of English.

**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 seniors who wish to take the AP Spanish Literature exam in May. The course is conducted entirely in Spanish and covers Spanish and Latin American authors and their works from the medieval period to the present day. The works are presented with the aim of integrating the historical themes and literary movements of the different time periods and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. Class activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help students interpret the figures of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills. The course challenges able students while providing them a means of obtaining college credit/or placement. Students are required to take the Advanced Placement Spanish Literature and Culture Examination.

**335 A.P. SPANISH LANGUAGE**

Level 1 - 5 credits

This course is designed for juniors and 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 and Culture Advanced Placement Examination.

**LATIN****341 LATIN I**

5 credits

Students will learn the fundamentals of Latin grammar and syntax along with a basic working vocabulary. Students will develop proper translation techniques through the reading of a connected narrative about a Roman family in the first century A.D. Through these readings students will learn about society, religion, and history of the ancient Romans. The course will also emphasize the importance of Latin roots on English vocabulary.

**342 LATIN II**

Level 2 - 5 credits

This course is designed for the honors student who has successfully mastered the material necessary to enroll in Latin II honors. After a rapid review of the grammar, syntax, and vocabulary of Latin I, students will progress to more complex readings and grammar. These readings will focus on characters from the first book of the Cambridge Latin series as they experience the life and culture of Roman Britain and eventually Rome itself. These transitional readings will prepare students for authentic Latin texts. Students in this course must have the ability and motivation to move at an accelerated pace.

**343 LATIN II**

Level 3 - 5 credits

After a comprehensive review of the grammar and vocabulary of Latin I, students will progress to more complex readings and grammar. These readings will focus on characters from the first book of the Cambridge Latin series as they experience the life and culture of Roman Britain and eventually Rome itself. These transitional readings will prepare students for authentic Latin texts.

**344 LATIN III**

Level 2 - 5 credits

This course is designed for the honors student who has successfully mastered the material necessary to enroll in Latin III honors. After a rapid 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. Students in this course must have the ability and motivation to move at an accelerated pace.



### **345 LATIN III**

Level 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.

### **346 LATIN IV**

Level 2 - 5 credits

This course is designed for the honors student who has successfully mastered the material necessary to enroll in Latin IV honors. Following a rapid 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. Students in this course must have the ability and motivation to move at an accelerated pace.

### **347 LATIN IV**

Level 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.

### **349 A. P. LATIN**

This course prepares students to read, translate, analyze and interpret selections from Caesar's *De Bello Gallico* and Vergil's *Aeneid* that form the reading list of the AP syllabus. In addition, students will discuss the Latin texts and write analytical essays that demonstrate knowledge of cultural,

historical, and mythological events as well as meter, figures of speech and rhetoric. Students will also practice reading and sight translation in order to prepare for sections of the AP test that contain unseen passages. Students are required to take the A.P. Latin Literature exam and pay the required fee.

## **CHINESE**

### **350 CHINESE I**

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 100 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 skills 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 skills 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 CHINESE III**

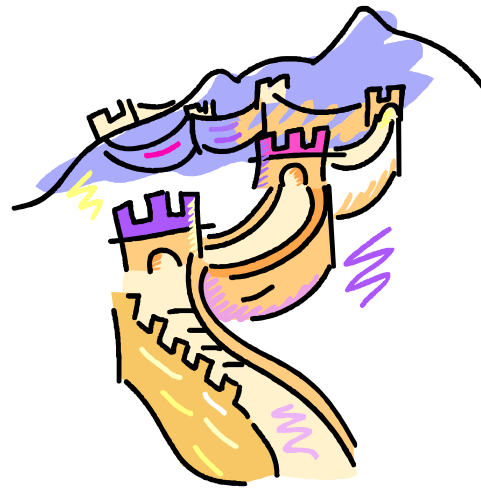
Level 2 - 5 credits

Chinese III students will work to improve their proficiency in speaking, reading, writing, and listening, building on the foundation created in Chinese I and Chinese II. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. Students will draw comparisons between Chinese culture and their own.

**355 CHINESE III**

Level 3 - 5 credits

Chinese III students will work to improve their proficiency in speaking, reading, writing, and listening, building on the foundation created in Chinese I and Chinese II. The focus in this course will be the recognition and comprehension of written characters and oral communication. Students will also use a combination of pinyin and characters to write. Students will also develop skills in using Chinese word processing tools. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. Students will draw comparisons between Chinese culture and their own.



**358 CHINESE IV**

Level 2 - 5 credits

Students will expand upon the four skills introduced in earlier courses: reading, writing, speaking, and listening. Students will use increasingly authentic texts to obtain information about Chinese culture and history by reading texts in Chinese. Students will draw comparisons between Chinese culture and their own. During the course of the year, students will increase the range of functions they are able to perform in Chinese, enabling them to communicate in a variety of different contexts.

**359 CHINESE IV**

Level 3 - 5 credits

This course will expand upon the four skills introduced in earlier courses: reading, writing, speaking, and listening. Students will use increasingly authentic texts to obtain information about Chinese culture and history by reading texts in Chinese. Students will draw comparisons between Chinese culture and their own. During the course of the year, students will increase the range of functions they are able to perform in Chinese, enabling them to communicate in a variety of different contexts. The focus in this course will be the recognition and comprehension of written characters and oral communication.



**361 A.P. CHINESE**

Level 1 - 5 credits

This course will culminate in the AP Chinese Language and Culture exam, which requires students to create with the language by combining and recombining learned elements; initiate, sustain, and close conversations in a simple way; and ask and answer questions on a variety of topics. This course will have a heavy emphasis on Chinese culture and history, and students will obtain cultural and historical information by reading texts in Chinese. By understanding the culture and history of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way. Students are required to take the A.P. Chinese Language and Culture exam and pay the required fee.

## HEALTH



Health courses focus on the core concepts of the MA Health frameworks: health literacy, healthy self-management, and health promotion. The guiding principle is that health education enables students to maintain a positive attitude and healthy body, and by doing so, improves a student's ability to thrive and persevere. Students work to develop strategies to improve personal, family and community health, practice skills, analyze information, and identify health care services needed throughout their lifetime to promote and maintain good health. The course supports and advances both the mission statement and student expectations of Hingham High School.

Through health literacy, healthy self-management skills, and health promotion, the health education course teaches fundamental concepts, promotes habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities.

At Hingham Middle School, all sixth-graders participate in DARE (Drug Abuse Resistance Education), a preventative drug education program presented by the Hingham Police Department. DARE is intended to stop drug use before it begins. DARE teaches techniques aimed at resisting peer pressure and helps children "say no" to drug, alcohol, and tobacco use. The program is organized into sixteen 45 minute lessons. Each week the students are taught lessons and techniques to resist tobacco, alcohol, and drug offers. DARE teaches students the consequences of trying a drug once. Students are taught how to identify peer pressure and eight ways to resist a drug offer. Students learn about self-esteem and how to feel good about themselves after they have been able to "say no" to drugs. At the end of the school year, students take part in a DARE culmination ceremony for the entire sixth grade. Health education in grades 7 and 8 will comprise one-fourth of the physical education requirement. 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.

At HHS health education is a one-semester course designed for sophomores. Successful completion of this course is a graduation requirement.

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

## OBJECTIVES

- To understand the implications, interrelationships and benefits of emotional, social and physical health.
- To assess personal health risks and increase knowledge to make health enhancing decisions.
- To identify health care services necessary to maintain good health now and in the future.
- To find and accurately interpret health information in order to improve one's health.
- To practice skills that promote and protect health.
- To examine the influence of peer, family and community factors on personal health.
- To use technology to assess health and create strategies for life-long health maintenance.
- To increase awareness of community resources that support health challenges.

## HEALTH PROGRAM

### MIDDLE SCHOOL

### HIGH SCHOOL

Students in grades 7/8 have one term of health with alternating curriculum for odd and even years (approximately 22 class periods each year).

Students have one semester of health in grade 10.\*  
**Passing this course is a graduation requirement.**

Grades 7 & 8 Even # years	Grades 7 & 8 Odd # years	Themes: risk management, decision-making, communication, healthy self-management, health literacy, and health promotion.	
<p>Themes: non-communicable diseases, nutrition and fitness, heart health, cancer, mental health, drug abuse resistance education (DARE)</p> <p><b>1. Technology &amp; Health</b></p> <ul style="list-style-type: none"> <li>• Health effects of screen time</li> <li>• Accessing valid health information</li> </ul> <p><b>2. DARE</b></p> <ul style="list-style-type: none"> <li>• Over-the-counter drugs and heroin</li> <li>• S.A.D.D. peer leaders*</li> </ul> <p><b>3. Cardiovascular Health</b></p> <ul style="list-style-type: none"> <li>• Structure, function</li> <li>• Risk factors for disease</li> <li>• Heart healthy behaviors</li> <li>• Heart emergencies</li> </ul> <p><b>4. Healthy Choices</b></p> <ul style="list-style-type: none"> <li>• 5-2-1 message</li> <li>• Food choices/screen time/exercise</li> <li>• Sugar intake &amp; health consequences</li> <li>• Snack foods &amp; caffeine</li> </ul> <p><b>5. Cancer</b></p> <ul style="list-style-type: none"> <li>• Risk factors</li> <li>• Symptoms, treatments</li> <li>• Skin cancer prevention</li> </ul> <p><b>6. Mental Health</b></p> <ul style="list-style-type: none"> <li>• Understanding the teen brain</li> <li>• Symptoms of stress and depression</li> <li>• Community Resources</li> <li>• Treatments/strategies for managing stress</li> </ul>	<p>Themes: infectious diseases, growth and development, eating disorders, drug abuse resistance education (DARE)</p> <p><b>1. Infectious Diseases &amp; Conditions</b></p> <ul style="list-style-type: none"> <li>• Types of pathogens</li> <li>• Causes of illness</li> <li>• Prevention</li> </ul> <p><b>2. DARE</b></p> <ul style="list-style-type: none"> <li>• Alcohol and consequences of use</li> <li>• Marijuana</li> <li>• S.A.D.D. peer leaders*</li> </ul> <p><b>3. HIV/A.I.D.S.</b></p> <ul style="list-style-type: none"> <li>• Risk Factors</li> <li>• Signs/symptoms of infection</li> <li>• Prevention/treatment</li> </ul> <p><b>4. Eating &amp; Exercise Disorders</b></p> <ul style="list-style-type: none"> <li>• Positive health decisions</li> <li>• Types of eating disorders and symptoms</li> <li>• Nutrition and community resources</li> </ul> <p><b>5. Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Physical stages/endocrine system</li> <li>• Social and emotional health</li> <li>• Hygiene/acne</li> </ul> <p>*S.A.D.D. peer leaders visit classes when time and schedules permit</p>	<p><b>1. Nutrition &amp; Fitness</b></p> <ul style="list-style-type: none"> <li>• Diet-health link</li> <li>• Personalized diet analysis</li> <li>• Obesity risk/weight management</li> <li>• Internet research and resources</li> </ul> <p><b>2. First Aid and CPR</b></p> <ul style="list-style-type: none"> <li>• Sudden Illness</li> <li>• Bone &amp; Joint injuries</li> <li>• Bleeding wounds/Bandaging</li> <li>• Shock &amp; Rescue</li> <li>• Prevention</li> <li>• Certification in CPR and choking—<i>American Heart Association “Heartsaver CPR in Schools”</i> curriculum.</li> </ul> <p><b>3. Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Interpretation of common health screenings: cholesterol, skin cancer, Bp, etc.</li> <li>• Sleep</li> <li>• Skin cancer prevention</li> </ul> <p><b>4. Bullying</b></p> <ul style="list-style-type: none"> <li>• Recognizing behavior</li> <li>• Strategies and resources</li> <li>• Cyber bullying</li> <li>• Laws/reporting of harassment</li> </ul>	<p><b>5. Building Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Healthy vs. unhealthy Relationship</li> <li>• Violence/abuse</li> <li>• Sexual harassment</li> </ul> <p><b>6. Reproductive Health</b></p> <ul style="list-style-type: none"> <li>• Anatomy &amp; physiology</li> <li>• Annual screenings/self-care</li> <li>• Sexually transmitted infections</li> <li>• Protection methods: types, efficacy</li> </ul> <p><b>7. Safety and Legal Issues</b></p> <ul style="list-style-type: none"> <li>• Drugs/alcohol</li> <li>• Addiction</li> <li>• Junior operator license</li> <li>• Harassment/sexual assault</li> <li>• Internet/technology</li> </ul> <p><b>8. Lifelong Health</b></p> <ul style="list-style-type: none"> <li>• Family health history</li> <li>• Medical system/health care providers</li> <li>• Health insurance</li> <li>• Health care proxy</li> </ul> <p><b>9. Stress and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Causes and effect of stress</li> <li>• Depression</li> <li>• Other mental health issues</li> <li>• Stress management</li> <li>• Resources</li> </ul>
		<p>*The course may be taken later if there is a schedule conflict. See your counselor if there is an issue.</p>	

## 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 HHS Student Learning Expectations.

### **700M Grade 6 Exploratory Program**

Grade 6 students will participate in introductory programs related to industrial technology designed to provide them with an understanding and overview of the elective choices available to them in grades 7 and 8. Each class will meet once per cycle for one term.

### **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

This course is designed to further develop an understanding of the social, cultural, and environmental aspects of different technologies. These include, but are not limited to, aerodynamics rocketry and flight, structural design, communications, research and development. The students will expand and develop the necessary skills to use a variety of hand and power tools safely.

### **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.

### **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, upholstery, or the study of lumber, its products, and related materials. This course may be repeated for full credit with instructor's approval.

### **732 POWER TECHNOLOGY I**

Grades 11-12 - 2.5 credits

Working in small groups or individually, students will study the theory of operation and basic maintenance of an engine. Emphasis will be on the current four-stroke gasoline engine and its lubrication, cooling, electrical systems and overall construction. Also included will be basic introduction to robotics, design, manufacturing, programming, and FIRST Robotics competition. 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.



**743 POWER TECHNOLOGY II**

Grade 12 - 2.5 credits

Power Technology will continue with the theory and repair of a four cycle engine begun in Power Technology I. Studies will include, but are not limited to, electronic diagnosis and tune-up procedures using an OBD II diagnostic system, compression tester, and spring compressors, fuel systems, steering and suspension, charging systems, and ignition systems. Also included will be advanced robotics exploring sensor control and advanced programming. Future schooling/employment possibilities will be explored throughout this course. Students will continue to develop their computer-assisted diagnosis of auto repair and maintenance.

**744 ENGINEERING AND ROBOTICS**

Grade 12 - 2.5 credits

In this course students will explore the process of computer based controlled systems from automation to remote controls. Critical thinking skills are developed and reinforced as students are required to fabricate and test solutions to engineering challenges. Students will be challenged to invent, innovate, and problem solve as they build and program autonomous and remote controlled devices. Students often assist in the construction of Hingham's US FIRST Competition Robot for an annual competition.

**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 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 drawings will be done on CAD.

**781 GRAPHIC DESIGN & PHOTOGRAPHY I**

Grades 9-12 - 2.5 credits

This is a one-semester introduction to graphic design, digital photography and apparel design. Students will use Adobe Photoshop, Illustrator, scanning software, digital cameras and multiple printers to improve their understanding of visual hierarchy and design.

**782 PHOTOGRAPHY II**

Grades 10-12 - 2.5 credits

Prerequisite: successful completion 781

Photography II is a course that builds on the skills learned in Graphic Design & Photography I in the area of digital photography. The first half of the course concentrates on technical knowledge, leading students to become experts in camera functionality. The second half of the course is more conceptual in nature, with students solving assignment topics (problems) with photography (instead of traditional answers). By completing projects that are more theoretical in nature, students will begin to have a true photographic voice.

**784 GRAPHIC DESIGN II**

Grades 10-12 - 2.5 credits

Prerequisite: successful completion of 781

Students build upon what is learned in Graphic Design & Photography I to begin creating and designing their own items. Poster design, package design, advertising and apparel design are all covered more in depth in this course.

**783 GRAPHIC DESIGN & PHOTOGRAPHY III**

Grade 12 - 5 credits

Prerequisite: B+ average or better in both 784 & 782

Upon completion of 781, 782, and 784 with a B+ average or better, students may select this full year course, which meets somewhat as an independent study during any period of the day the student has available in their schedule. Students complete real world freelance projects. Students must be independent thinkers and very self-motivated.

**789 YEARBOOK MANAGEMENT/PUBLICATION**

Grades 9-12 - 2.5 credits

Learn about leadership, design, photography, and business through the publication of a 200+ page book. Emphasis will be placed on the yearbook being a living historical document while students develop themes, perspectives, and personal vision. Students encouraged to take the class multiple times.

**791 CONSTRUCTION TECHNOLOGY**

Grades 10-12 - 15 credits

**792 CONSTRUCTION TECHNOLOGY**

Grades 10-12 - 10 credits

A student selecting this program will spend a portion 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 fulfill the rest of his or her required credits 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 tapes, DVDs and overheads. The LMC offers the school a flexible schedule where teachers book research time for classes, and study halls are held all other periods. It also has a television studio and control room from which original programs are produced and broadcast over local school television or cable.

### **048M MEDIA LITERACY -Grade 6**

In this class which meets for one term, students will explore Internet-based sources, technology and social media and how to use these resources with honor, integrity and respect. In addition, throughout the school year, students will utilize the LMC for both homework assignments and for the major projects that their teachers assign with specialized research instruction provided by the library media specialist.

### **049M INTRO TO TELEVISION PRODUCTION-Grade 8**

The objective of this course is to teach students about the various stages of digital video production. The history of television will be explored through a research presentation of a classic television show. Hands on experience of the pre-production and production process will be gained as students work in groups to produce a variety of short video and studio projects. Finally students will develop a working knowledge of the digital editing software, Final Cut Pro X. As the year progresses, students will apply all their talents and skills to produce the Thursday morning show, What's Happening HMS. Throughout the year, students will demonstrate their ability to work effectively in varied project teams.

### **090 AP SEMINAR**

Grades 10, 11, 12 – 5 credits – Level 1

AP Seminar equips students to develop critical thinking skills about real-world, multi-disciplinary topics. The course, which is usually taken in tenth or eleventh grade, develops a student's ability to research and evaluate opposing viewpoints, then synthesize them into sophisticated, nuanced arguments. Course materials range from canonical texts to articles, in-person interviews, artistic works, videos, and primary source material. Students' personal interests determine final projects, which include both an individual and team project and presentations. These projects make up part of the final AP grade. Students are required to take the A.P. exam and pay the required fee.

Note that although AP Seminar can be taken on its own, it is also the prerequisite for AP Research, which we plan to offer in 2018-2019. AP Research is a year-long course designed to allow deep exploration of a topic of individual interest. Students who successfully complete both these AP courses will earn the AP Capstone Certificate. In addition, an AP Capstone Diploma will be awarded to students who successfully complete AP Seminar, AP Research, and four additional AP courses of their choice.

### **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 ProX, will be introduced, practiced, and dissected. All field works will be shot single camera style. Studio production will cover three-camera switching and talk-show segment producing. In addition to the hands-on assignments, students will be required both to read and write materials related to video production.

### **099 TELEVISION PRODUCTION II**

Grades 10 - 12 - 2.5 credits

Prerequisite: B in TV Production I

Students 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 of both students and faculty. Students will work with the same small group all semester, meeting a weekly deadline. 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**

Grade 12 - 2.5 credits

Prerequisite: TV Production II

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.

### **651 TECH SQUAD HELP DESK**

Grades 9-12 2.5 credits per semester

Prerequisite: satisfactory completion of Tech Squad and approval from instructors.

Continue to support HHS technology by joining the Tech Squad Help Desk. Further apply the skills and knowledge learned in Tech Squad independently during a period that fits your schedule. Students will work side by side with the HHS Library Media Department to respond to requests for technology support from HHS users. In addition, explore and report on the pursuit of online certifications in technology training. Use what you've learned in Tech Squad to investigate and advise on new technologies for the Hingham

## 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. However, the majority of students will follow sequence B. 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

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 II	L2 Honors or Pre-Calculus or AP Statistics	AP Calculus or AP Statistics or L2 Calculus
B1	L3 Pre-Algebra	L3 Algebra I Quadratic Emphasis	L3 Geometry - Quadratic Emphasis	L3 Algebra II with Trigonometry	L3 Pre-Calculus	L2 Calculus or L3 Analysis or AP Statistics
B2	L3 Math 7	L3 Math 8 with Algebra	L3 Algebra I Quadratic Emphasis	L3 Geometry - Quadratic Emphasis	L3 Algebra II with Trigonometry	L3 Pre-Calculus or if Pre-Calculus in Gr 11, then 3 Analysis or L2 Calculus
B3	L3 Math 7	L3 Math 8	L3 Algebra Linear Emphasis	L3 Geometry - Linear Emphasis	L3 Algebra II	Topics and Statistics
C	L3 Math 7	L3 Math 8	L3 Algebra I Linear Emphasis	L3 Algebra Linear	L3 Geometry - Linear Emphasis	L3 Algebra II

Beginning with the class of 2016, four years of mathematics will be a requirement for acceptance to any Massachusetts state college or university.

### Grade 6

In grade 6, teachers implement the curriculum, aligned with the 2017 Massachusetts State Frameworks, using *Big Ideas, Course I*, published by Holt, McDougal. Estimation, mental computation, and divergent thinking skills are integral parts of the program. Teachers utilize a combination of whole group instruction, small group activities, and individual learning experiences. The classes consist of heterogeneous groups. Topics in sixth grade math include data analysis, geometry, decimals, patterns, functions, equations, measurement, fractions, proportions, percents, graphing, and problem solving. Evaluation is based on tests, quizzes, class participation, teacher observation, homework, and special assignments.

## Grades 7-12

### SEQUENCE A

This sequence of courses is designed for the student with outstanding ability, 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. **In order to remain in the honors track, a student must earn a minimum grade of 70% in his or her current honors course.** 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. **In order to take AP Calculus BC, a student must receive departmental approval and earn a minimum of 90% in L2 Precalculus. All other students will be appropriately placed in AP Calculus AB or L2 Calculus.**

### SEQUENCE B 1 or B2

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 2017 Massachusetts Curriculum Framework 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. It is essential that students gain a strong fundamental understanding of algebra skills before moving forward in these sequences. Hence some students will proceed to Algebra 1 – Quadratic Emphasis in 8th grade while many will proceed to Math 8 with Algebra to ensure long-term success in high school.

### SEQUENCE B3

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. The major standards of the 2017 Massachusetts Curriculum Framework in Mathematics are covered, but with an emphasis 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. Students in this sequence will exceed the minimum entrance requirement of Algebra II for Massachusetts State Universities. 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 Geometry and Algebra II. Students are required to earn 70% in Algebra 1- Linear Emphasis as a freshman to demonstrate sufficient understanding before moving forward. Some students will also elect this sequence because they are preparing for schooling or work that does not require a formal study of algebra and geometry.

### LEVEL 1 AND 2 COURSES

#### 401M PRE-ALGEBRA - Grade 7 - Level 2

This Pre-algebra course is intended for students who will study honors level Algebra 1 in Grade 8. It is fully aligned with the Massachusetts Standards for Accelerated 7th Grade. Students in this course will learn all of the 7th AND 8th grade standards in 1 accelerated school year. There are four critical areas of study: Students develop a unified understanding of rational numbers, they use and solve linear equations and systems of linear equations, they perform statistical comparisons of different populations, and they 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 2017 Massachusetts Curriculum Frameworks in Mathematics. Students will analyze 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. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

**421 GEOMETRY**

Grade 9 - 5 credits - Level 2

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

This is a rigorous proof-based course in Euclidean Geometry, fully aligned with the 2017 MA Curriculum Frameworks in Mathematics. 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, 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.

**425 ALGEBRA II**

Grade 10 - 5 credits - Level 2

Prerequisite: C or better in L2 Algebra I and L2 Geometry, B or better is strongly recommended in both courses

This is a rigorous second-year algebra course preparing students for advanced pre-calculus. It is fully aligned with the 2017 MA 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. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

**439 PRE-CALCULUS**

Grade 11 - 5 credits - Level 2

Prerequisite: C in L2 Algebra II, 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, polynomial functions, and an introduction to calculus. 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. Students also may complete this course and then take Calculus (Level 2), Analysis (Level 3), or AP Statistics. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course. 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 L2 Pre-Calculus or A- in L3 Pre-Calculus

This course covers the same topics as 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 be taught the equivalent of a one semester college calculus course. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

**442 AP CALCULUS(AB)**

Grade 12 - 5 credits - Level 1

Prerequisite: B- in L2 Pre-Calculus (B is strongly recommended) or A- in L3 Pre-Calculus

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). Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

**443 AP CALCULUS(BC)**

Grade 12 - 5 credits - Level 1

Prerequisite: Departmental approval and a minimum of 90% in L2 Pre-calculus.

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. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

**445 AP STATISTICS**

Grades 11 or 12 - 5 credits - Level 1

Prerequisite: C in L2 Algebra II 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. 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. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.



## LEVEL 3 COURSES

### 402M MATH 7

Grade 7 - Level 3

As required by the 2017 Massachusetts Curriculum Frameworks in Mathematics, instructional time in Grade 7 focuses on four critical areas. (1) Students develop understanding of 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. Most students who attain success in this course will take Math 8 with Algebra in 8<sup>th</sup> grade.

### 403M PRE-ALGEBRA

Grade 7 - Level 3

This Pre-algebra course is intended for students who are not quite ready for the speed, acuity, and/or individual responsibility of the honors level Pre-Algebra course. This course will cover all of the 7th grade standards and many of the 8th grade standards as well. In contrast to the honors Pre-algebra course, however, this course will provide more time for questions and review of both new and previously learned material. With an eye on developing key algebra skills, students who earn a strong A grade will most likely move to Algebra 1 - Quadratic Emphasis in grade 8, students who need more time to master grade 8 material will move to Math 8 with Algebra in grade 8 and then Algebra 1 – Quadratic Emphasis in grade 9.

### 400M MATH PREP 7

Based on previous MCAS performance, students who take Math 7 (course 402M) may 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.

### 406M MATH 8

Grade 8 - Level 3

This course will emphasize priority topics of the 2017 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; (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 - Linear Emphasis in Grade 9.

### 413M MATH PREP 8

Based on previous MCAS performance, students who take Math 8 (course 406M) may 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 skill weaknesses, provide organizational support, and assist students in preparing for tests and projects.

### 405M MATH 8 WITH ALGEBRA

Grade 8 – Level 3

Students should take this course if they plan to take high school mathematics courses that are fully aligned with the 2017 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 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. Students who successfully complete this course should be prepared to take Algebra I – Quadratic Emphasis in Grade 9. All others will take Algebra I - Linear Emphasis.

### 416M GRADE 8 – ALGEBRA I - QUADRATIC EMPHASIS

Grades 8 – Level 3

Prerequisite: C in L2 Pre-Algebra or A- in L3 Pre-Algebra with teacher recommendation

To be successful in this course, students must obtain excellent integer skills in grade 7. This course will cover all Algebra 1 standards of the 2017 Massachusetts Curriculum Frameworks in Mathematics. 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; and (4) Applying linear models to data that exhibit linear trends. Students who successfully complete this course will be prepared for L3 Geometry – Quadratic Emphasis and Algebra II with Trigonometry. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.



**415 ALGEBRA I – LINEAR EMPHASIS**

Grades 9-12 - 5 credits - Level 3

Prerequisite: Successful completion of L3 Math 8 or Math 8 with Algebra

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 will repeat Algebra - Linear Emphasis. Students earning at least a C- will be prepared for L3 Geometry – Linear Emphasis in Grade 10 and L3 Algebra II in Grade 11. Students who earn at least a B may also take Algebra - Quadratic Emphasis (course 416) to be prepared for the rigorous B1 sequence of courses.

**416 ALGEBRA I-QUADRATIC EMPHASIS**

Grades 9-10 - 5 credits - Level 3

Prerequisite: B- in Math 8 with Algebra

This course will cover all standards of the 2017 Massachusetts Curriculum Frameworks in Mathematics. 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; and (4) Applying linear models to data that exhibit linear trends. Students who successfully complete this course will be prepared for L3 Geometry – Quadratic Emphasis and Algebra II with Trigonometry. Students who have previously taken L3 Algebra - Linear Emphasis will receive full credit for then taking this course, Algebra - Quadratic Emphasis. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

**419 GEOMETRY – LINEAR EMPHASIS**

Grades 9-12 - 5 credits - Level 3

Prerequisite: C- or better in **Algebra – Linear Emphasis**

In this course, students will study the properties of geometric figures in a plane and in space. Inductive and deductive reasoning skills will be utilized in proving or clarifying various concepts studied. Angle relationships, parallelism and perpendicularity of line and planes, and properties of polygons are major topics. The Pythagorean Theorem and its use in special triangles, circles, area, perimeter, and volume are also major topics in the course. Congruence and similarity of polygons, transformations, and constructions of figures are all studied with “hands-on” activities.

**420 GEOMETRY – QUADRATIC EMPHASIS**

Grades 9-12 - 5 credits - Level 3

Prerequisite: C or better in **Algebra I - Quadratic**

This course will cover all standards of the 2017 MA Curriculum Frameworks in Mathematics as well as provide for review and strengthening of mathematics learned in Level 3 Algebra- Quadratic Emphasis. Instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability.

**423 ALGEBRA II**

Grades 10-12 - 5 credits - Level 3

Prerequisite: C- or better in Algebra I

Topics will 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. The C- prerequisite in Algebra I 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 Trigonometry instead of this course.

**423T ALGEBRA II WITH TRIGONOMETRY**

Grades 10-12 - 5 credits - Level 3

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

This course is fully aligned with the 2017 Massachusetts Curriculum Frameworks for Mathematics. Topics covered in the course include polynomial, exponential, logarithmic, rational, and periodic functions. Much work is done using mathematics to model real life applications and in using mathematics to make statistical inferences. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator.

**430 PRE-CALCULUS**

Grades 11-12 - 5 credits - Level 3

Prerequisite: C or better in L3 Algebra II with Trig (B- strongly recommended) or A or better in L3 Algebra II (with completion of summer work)

This course is fully aligned with the 2017 MA Curriculum Frameworks. The instruction will focus on four critical areas. 1) Continued work on complex numbers including investigation and identification of polar equations. 2) Expanding understanding of logarithmic and trigonometric functions including unit circle trigonometry and proving trigonometric identities. 3) Investigation of the characteristics of polynomial and rational functions including translations between geometric and algebraic representations of conic sections. 4) Perform operations and solve problems using a multitude of vector properties in the coordinate plane. Success in this course requires a strong algebra and geometry background. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

**431 INTRODUCTORY STATISTICS and TOPICS IN MATHEMATICS**

Grades 11, 12 - 5 credits - Level 3

Prerequisite: Algebra II

**NOTE:** If students have successfully completed Pre-calculus or if students have earned a B- or better in Algebra II with Trigonometry (course 423T) or an A- or better in Algebra II (course 423), they may not take this course.

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. Additionally in 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 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 Board testing. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

**435 ANALYSIS: AN INTRODUCTION TO CALCULUS**

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 a foundation for future work in college mathematics courses and will strengthen and maintain current skills.

**451 INTRODUCTION TO COMPUTER  
452 PROGRAMMING**

Grades 9-12 – 2.5 credits - Levels 2, 3

Prerequisite: B- in Algebra I

This course is to introduce students to concepts in Object Oriented Programming, namely Java programming. Students will leave this course with a conceptual understanding of the hierarchy of classes, structures and methods implemented in a well-designed program. Students will have the opportunity to design mobile based “apps” and simple structured game design. No prior knowledge of computer science is required. Students who are successful in this course have good math and logical thinking skills.

This course does not count toward the HHS math graduation requirement nor the requirement for acceptance to a MA state college or university.

## 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.

### MUSIC - GRADE 6

#### 960M - Band, 970M - Chorus, 980M - Orchestra

Sixth graders study music in band, orchestra, or chorus. Students will develop emerging musical skills through the preparation of appropriate repertoire. Rehearsals involve smaller sections of the full ensemble, which typically meets once immediately prior to performances. Participation in three evening concerts and all dress rehearsals is a requirement of the course. All ensembles meet every other day in a four-day cycle.

### 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 con-

text 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 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.

### 973 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 oppor-

portunity 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 inten-

sive 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.

### **955 AP MUSIC THEORY**

Level 1 - 5 credits

Prereq. - permission of the 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.





## 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. Students will also develop good sportsmanship and leadership skills. All courses in this department address Student Learning Expectations 5 and 6.

All middle school students are required to take physical education every year. In **grade 6** physical education classes meet once per cycle, and in **grades 7 and 8** physical education classes 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. Juniors and seniors have a variety of options by which they may complete the physical education requirement.

### 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 be 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**  
Grade 9 - 2.5 credits first semester

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

**034 PHYSICAL EDUCATION: Team Sports and Lifetime Games**  
Grades 11 or 12 - 2.5 credits

This course will give our upperclassmen the opportunity to continue their HHS physical education experience in a very fun and active environment. Enthusiastic students will participate in an assortment of team and partner orientated games throughout the semester. Aside from the daily physical benefits of participating in class, students will benefit from being regularly engaged in activities that develop leadership, teamwork, sportsmanship, and cooperation. This course fulfills the junior and senior physical education requirement and can be repeated for credit with the approval of the instructor.



## ELECTIVE COURSES

### **047 PEERMEDIATION**

Grades 9-12 - 2.5 credits

This course prepares students to become peer mediators by training them to serve as an impartial third party to help those involved in conflicts reach mutually satisfactory agreements. Through the use of positive communication and cooperation, students will develop problem-solving skills in order to resolve conflicts nonviolently in an educational setting. Additional topics may include social relationships, cyber-bullying and harassment, as well as cultural and racial awareness. Due to the sensitive nature of this course, interested students may be subject to an interview.

### **050 STUDENT FACILITATOR TRAINING CLASS**

First Semester - Grades 10-12 - 1.25 Credits

Student Facilitator Training Class is a semester-long, elective class that prepares students to lead in-class workshops for their peers about prejudice, discrimination, and bullying. It meets three times per cycle during C block. The class runs only during Semester 1. The purpose of these workshops is to make our school a safe and welcoming place for all. The core of the curriculum comes from the Anti-Defamation League's A World of Difference Program. During the training students will explore their identities, learn about various forms of prejudice and discrimination, and practice public speaking skills, discussion leading skills, collaboration, self-reflection, and research. The course culminates in a capstone project which is given in front of peers and a panel of judges

### **052 INTRODUCTION to CRIMINAL JUSTICE**

Grades 9-12 – 2.5 Credits

This course, taught by a Hingham Police Officer, will cover an overview of the criminal justice system. Starting with the police function, students will learn about criminal laws and procedures and how the police carry out their duties. Next, they will learn about the court system and the trial process. Following that, they will explore the correctional system, discussing the different theories of incarceration. The class will involve interactive activities including guest speakers and tours of the Hingham Police Department and Hingham District Court. This course also will serve as an avenue to explore possible career choices in the criminal justice field.

## READING

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

### **115AM READINGLAB 6**

Grade 6 - 2 periods

### **180M READING LAB 7**

Grade 7 - 2 periods

### **181M READING LAB 8**

Grade 8 - 2 periods

Students enrolled in the middle school reading lab classes will receive direct instruction in skills and strategies applicable to all of their academic subjects. Topics will include specific reading comprehension strategies, vocabulary expansion, and strategies for test-taking. Participation in these courses is determined by the following factors: reading and language scores on various standardized tests, students' academic performance, and teacher recommendations.

### **182 SECONDARY LITERACY STRATEGIES**

Grade 9 – 5 credits

This course focuses on the development of active reading strategies for 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 in order to identify and comprehend explicit and implicit information. Other related skills covered during the year will include the following: improving reading rates, identifying personal leaning styles, and developing study skills. Executive functioning skills such as the planning and organization of short-term and long-term assignments will be taught in relation to content area classes. Students are considered for this class based on middle school standardized test scores and/or teacher recommendation.

### **132 CORE LITERACY STRATEGIES**

Grade 10 – 5 credits

This course continues to focus on the skills taught in Secondary Literacy Strategies and will assist students in meeting the academic requirements of grade 10. Both expository and narrative comprehension strategies are reviewed and expanded as students learn to apply them directly to their content area materials, projects, and texts. Instruction continues in skills related to reading rates, learning style, study skills, and vocabulary. Executive functioning skills such as the planning and organization of short-term and long-term assignments are reviewed. Special emphasis will be placed on the skills necessary to meet the reading and writing requirements of state testing with the goal of improving from previous test scores. Students are considered for this class based on previous standardized test scores and/or teacher recommendation.

## 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.

### The Interdisciplinary Nature of Science and Math

Due to the interdisciplinary nature of science and math, several science courses, particularly in the domains of chemistry and physics, include a math prerequisite. Science teachers do weigh student performance in both science and math when making science course recommendations and may consult with math teacher colleagues to make the most informed recommendation.

### 506M GRADE 6 SCIENCE

Grade 6 students will investigate the physical world through hands-on inquiry, labs and activities. Students will investigate how energy is transferred through waves, measure the force of invisible magnetic fields, learn to build a circuit, design an electromagnet, and explain the energy transfers that make it all possible. Students will also investigate basic concepts of motion and explore chemistry concepts such as density, mixtures and atomic structure. Student performance will be evaluated through a variety of modes including lab write-ups, individual projects and formal assessments.

### 501M STEM/LITERACY LAB—Grade 6

Grade 6 students will participate in a STEM (Science, Technology, Engineering and Math) exploratory program that meets twice during each four-day cycle for the full year. Students will apply STEM skills and the engineering design process to a variety of project-based experiences including applying principles of material science to “real world” scenarios: designing a mountaineering jacket, learning to code in JavaScript, and applying thermodynamic principles to shelter construction.

### 505M STEM - Grade 7/8

In this elective course, students will build on skills fostered in Grade 6 STEM Lab, applying the engineering design process to a variety of project-based experiences. Students will engage in “real world” problem solving including: engineering a sustainable environment, designing biomedical devices, and developing computer apps.

### 502M GRADE 7 SCIENCE

503M 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 cell parts and processes, 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 GRADE 8 SCIENCE

523M Level 2, 3, 4

### 524M

In this course, concepts in physical science and earth science are developed through active engagement with science and engineering practices. Learning through laboratory work and problem solving is emphasized to help students learn how to examine and analyze data to interpret meaning and then to construct explanations for observed phenomena using evidence. Level 2 is a rigorous and faster-paced course, requiring good study skills and a strong math background (B- in Level 2 Pre-algebra). Levels 3 and 4 offer more support while still emphasizing the skills, techniques and tools necessary for authentic scientific pursuit.

### 533 INTEGRATED SCIENCE - Grade 9 - 5 credits

Level 3

### 534 Level 4

This course provides an introduction to major concepts in physics, chemistry and biology and explores some areas of current technology. Laboratory experiences, including project-based learning experiences in our campus greenhouse, are utilized to help students to understand fundamental scientific principles and apply science skills and experimental design. Through integrated studies, students will explore forces, energy and work, examine the composition, structure, properties and reaction of matter, and inves-

tigate the chemistry of life and cell processes. 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

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.

#### **553 CHEMISTRY**

Grades 10-12 - 5 credits - Level 3

Prerequisite: C- or better in Algebra-Quadratic

Emphasis or B- or better in Algebra-Linear

Emphasis and departmental recommendation

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 L2 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 with Trigonometry 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 ELECTRONICS I**

Grades 11-12 – 5 credits – Level 2

Prerequisite: C or better in L2 Chemistry and departmental recommendation

This course is designed to challenge students and provide a conceptual framework of electricity and modern electronics. The course illustrates how electrical principles are derived experimentally, with an emphasis on quantitative analysis. The course is laboratory oriented, with detailed study and practice in the use of test instruments for examining the characteristics of direct and alternating current circuits, active devices, semiconductors, robotics and LEED design. Instruments studied include electronic volt-ohm-milliammeter, oscilloscope, F.R. signal generator, digital multimeter and equipment that measure environmental impact building design issues.

**573, 574 ELECTRONICS I**

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

This course 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-conductors, and robotics. Instruments studied include electronic volt-ohm-milliammeter, oscilloscope, F.R. 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 AP BIOLOGY**

Grade 12 - 5 credits - Level 1

Prerequisite: Completion of L2 biology and L2 chemistry with B- or better (required);

completion of L2 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 AP examination, for which there is a fee.

**555 AP CHEMISTRY**

Grade 11 or 12 - 5 credits - Level 1

Prerequisite: Final grade of A- or better in L2 chemistry and departmental recommendation; concurrent study or completion of and L2 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. AP students are required to take the AP examination, for which there is a fee.

**566 AP PHYSICS**

Grade 12 - 5 credits - Level 1

Prerequisite: Departmental recommendation, B in L2 physics, and concurrent study of AP 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

**599 GREENHOUSE BOTANY**

Grades 10, 11, 12 – 2.5 credits - Levels 2,3,4

Prerequisites: Biology I

This semester-long course will provide students with an opportunity to explore the fundamentals of greenhouse horticulture and plant propagation through hands-on, project-based lab experiences. Students will employ a variety of methods of plant propagation, such as organic gardening, hydroponics and aquaponics, to explore plant anatomy, physiology, classification, evolution and genetics. Students will research case studies that highlight the interplay of plants and society, and will consider the social and environmental impact of various methods of crop production

**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 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 communities. 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 diversity. Finally, we hope to foster in students the enthusiasm to become lifetime readers and learners in the social sciences in order to enrich their lives.

In social studies, leveling and grouping are practiced as follows:

Grade 6 Ancient World History

Grade 7 World Geography - Levels 2, 3, 4

Grade 8 United States History - Levels 2, 3, 4

Grade 9 Required course - Humanities/World History I - Levels 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 - Levels 2, 3, 4  
or Advanced Placement United States History - Level 1  
Elective courses - heterogeneous groups - Levels 2, 3, 4 in the same class  
American Political System, Economics, Holocaust & Human Behavior, International Affairs, Sociology,  
Internship at Hingham Historical Society

Grade 12 Advanced Placement European History - Level 1  
Elective courses - heterogeneous groups - Levels 2, 3, 4 in the same class  
American Political System, Economics, Holocaust & Human Behavior, International Affairs, Psychology,  
Seminar in History, Sociology, Internship at Hingham Historical Society

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

### **206M ANCIENT WORLD HISTORY**

Grade 6

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 Humans, 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.

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

Grade 7 - Levels 2, 3, 4

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.

### **212M, 213M, 214M UNITED STATES HISTORY TO 1877**

Grade 8 - Levels 2, 3, 4

This course focuses on the development of the political, economic, and social institutions from colonial America to the Civil War/Reconstruction period (1861-1877). 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.) Students will develop writing skills, culminating in a formal research paper.

### **222, 223, 224 HUMANITIES/WORLD HISTORY I**

Grade 9 - 5 credits - Levels 2, 3, 4

In line with the Massachusetts Social Science Framework, World History I is part of a two-year world history study. The curriculum of World History I emphasizes the major legacies of Western and 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 introduction on the legacy of Mesopotamia and other early river valley civilizations. Drawing on the essential themes that emerge from this unit, students will then apply those themes to analyze the legacies of the major civilizations in Asia, Africa, and Europe from 3000 B.C.E. to 1815 C.E. In addition to the historical content, research and writing skills, including document-based question (DBQ) essays and a formal research paper, are key components of the course.

### **231 A.P. 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 8000 B.C.E. 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. Based on the College Board's AP World History Curriculum Framework, 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 A.P. exam in May, for which there is a fee.

### **232, 233, 234 WORLD HISTORY II**

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

The Grade 10 World History II course serves an important role in the sequence and structure of the Hingham social studies program and the Massachusetts Social Science Framework. After the study of ancient civilizations in World History I, World History II examines 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 and issues. The social studies department's focus on research and writing skills continues in this course.

### **241 A.P. UNITED STATES HISTORY**

Grade 11 - 5 credits - Level 1

This course is offered to those juniors interested in doing college-level work with the possibility of earning college credit. This is a college survey of U.S. history from pre-Columbian societies to the post-Cold War era. Based on the College Board's A.P. U.S. History Curriculum Framework, 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 students for success on the A.P. U.S. History exam in May. This exam, for which there is a fee, is a required commitment by all students taking the course.

### **242 AMERICAN STUDIES**

Grade 11 - 5 credits - Level 2

This honors-level course is a study of United States history from 1492 to the present. In addition to the chronological survey, the course emphasizes several themes, such as: the development of a state democratic political system, the impact of technology on America, the contributions of various newcomers to the American mosaic, the impact of cycles of conservatism and liberalism, the effects of American isolationism and interventionism in world affairs, and the development of American beliefs and values over 400 years of history. The social studies department's focus on research and writing skills continues in this course.

### **243, 244 AMERICAN STUDIES**

Grade 11 - 5 credits - Levels 3, 4

Levels 3 and 4 American Studies focuses on the history of the United States from the Civil War and Reconstruction period (1861-1876) to the present. The course begins with a review of key content and concepts from United States History to 1877, including the U.S. Constitution. The course then examines the industrialization and emerging world power of the United States during the second half of the 19th century, followed by an in-depth study of 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.

### **251 A.P. EUROPEAN HISTORY**

Grade 12 - 5 credits - Level 1

This full-year 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 to the present. The emphasis is equally divided on political/military, economic/social, and cultural/economic topics. A.P. 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 A.P. 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 A.P. exam, for which there is a fee, is a required commitment by all students taking the course. This course will fulfill one course requirement for

**252, 253, 254 ECONOMICS**

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

This one-semester 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. This course will fulfill one course requirement for the GCP Certificate Program.

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

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

This course is a one-semester 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 the 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.

**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 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?" 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. 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.

**275, 276, 277 PSYCHOLOGY**

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

Psychology is a one-semester elective offered to 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 gain 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 work in group settings and discuss psychological topics at length in class.

**282, 283, 284 INTERNATIONAL AFFAIRS**

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

International Affairs is a one-semester elective for upper-classmen who are interested in world affairs and in particular the role of the U.S. Inquiry and discussion are valued and emphasized. The curriculum focuses on long-term global crises, as well as the continuing global war on terrorism. The content is flexible as current world affairs are unpredictable. This course will fulfill one course requirement for the GCP Certificate Program.

**290, 291, 292 HOLOCAUST & HUMAN BEHAVIOR**

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

This one-semester course offers an in-depth study of the genocide of Jews and other targeted groups by the Nazi regime. Through this investigation, students will uncover lessons on human behavior regarding issues such as identity, bias, stereotyping, racism, and antisemitism. Using a variety of primary and secondary sources through a mix of media, students will study the events leading to the Holocaust and attempt to explain how such unthinkable events could occur. This course will fulfill one course requirement for the GCP Certificate Program.

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

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

Prerequisite – American Studies

This one-semester 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, and primary and secondary source analysis. During the 2018-2019 school year, seniors may choose to take one or both of the following one-semester seminars:

Seminar: World War II

Seminar: 20th Century American History Through Pop Culture

**289 INTERNSHIP AT HINGHAM HISTORICAL SOCIETY**

Grades 11-12 - 2.5 credits - Unleveled

Prerequisite – Application to the department director (found on HHS Social Studies website)

The successful applicants for this course will work under the supervision of a member of the HHS Social Studies Department and the staff of the Hingham Historical Society. Projects may include working with historical documents and artifacts, writing newsletter articles, or managing social media accounts. The interests of the students and the needs of the Society will shape the exact work of the internship at the time. The internship is an excellent opportunity for hands-on, real-world experience for students interested in fields such as history, journalism, technology, marketing, and library sciences.

## 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).