

HINGHAM MIDDLE SCHOOL
CURRICULUM SUMMARY
GRADE 6 ANCIENT WORLD HISTORY

DESCRIPTIVE OVERVIEW

The social studies curriculum in grade 6 focuses on the growth of culture and ancient civilizations. Emphasis is on key themes (geography; rise and fall of civilization; political, economic, and social characteristics and legacies) as they relate to the following civilizations: Egypt, Mesopotamia, Greece, Rome, India, Islamic Kingdoms, Medieval Europe, African Kingdoms, and Pre-Columbian America. The curriculum places a major emphasis on the diversity and multicultural contributions and connections of the development of early civilizations.

GOALS

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

OBJECTIVES

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

Read purposefully – demonstrated by:

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

Write effectively – demonstrated by:

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

Communicate effectively – demonstrated by:

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

Identify, analyze, and solve problems – demonstrated by:

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

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

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

Work both independently and cooperatively with others – demonstrated by:

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

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

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

INSTRUCTIONAL MODEL

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

ASSESSMENT

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

RESOURCES

World, (MacMillan/McGraw Hill)

HINGHAM MIDDLE SCHOOL
CURRICULUM SUMMARY

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

DESCRIPTIVE OVERVIEW

The stress in this course is on basic skills. Class size is kept low in order to maximize individualized attention. 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, South Asia, Europe, and a mini unit on U.S. geography. The World Tour project will demonstrate the skills developed during the year as students compare their “WT” country to the United States. This is an interdisciplinary project incorporating elements of the curriculum from several departments.

GOALS

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OBJECTIVES

Read purposefully – demonstrated by:

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

Write effectively – demonstrated by:

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

Communicate effectively – demonstrated by:

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

Identify, analyze, and solve problems – demonstrated by:

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

Work both independently and cooperatively with others – demonstrated by:

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

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

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

INSTRUCTIONAL MODEL

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

ASSESSMENT

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

RESOURCES / REFERENCES

Text: *World Geography* (2000), Prentice Hall – Level 2
World Explorer Series (2001), Prentice Hall – Levels 3 & 4

HINGHAM MIDDLE SCHOOL
CURRICULUM SUMMARY

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

DESCRIPTIVE OVERVIEW

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

GOALS

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OBJECTIVES

Read purposefully – demonstrated by:

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

Write effectively – demonstrated by:

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

Communicate effectively – demonstrated by:

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

Identify, analyze, and solve problems – demonstrated by:

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

Work both independently and cooperatively with others – demonstrated by:

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

INSTRUCTIONAL MODEL

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

ASSESSMENT

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

RESOURCES/REFERENCES

Text: *The American Nation* (2006), Prentice Hall
The Fifth of March (1993), Ann Rinaldi
Across Five Aprils (1964), Irene Hunt