

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 9 HUMANITIES: WORLD HISTORY I (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

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the legacies of the major civilizations in Asia, Africa, and Europe from 3000 B.C.E. to 1815 C.E. In addition to the historical content, research and writing skills, including document-based question (DBQ) essays, are key components of the course.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

- Oral and media presentations and debates.
- Interaction with peers in student-centered activities.

- Document-based questions requiring analysis of primary sources.

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 decision on global issues.

### **INSTRUCTIONAL MODEL**

Method of instruction includes whole class, group work, differentiated instruction techniques, lecture/discussion, and individual/group projects. The overall goal is to help students develop the skills to become life-long learners with the intellectual curiosity to become informed citizens. Critical thinking skills are stressed throughout the course for all levels. In daily discussions, homework assignments, and essay tests, students are required to reason, to relate cause and effect, and to draw conclusions. Students are required evaluate various biases and points of view by analyzing a wide range of documents and primary sources.

### **ASSESSMENT**

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

### **RESOURCES:**

Beck et al., *World History: Patterns of Interaction* (Holt McDougal, 2009)

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 10 ADVANCED PLACEMENT WORLD HISTORY (Level 1)**

**DESCRIPTIVE OVERVIEW**

This is a course of study equivalent to an introductory college course in world history covering the period from 8000 BCE to the present. As such, a considerable amount of writing and independent reading are expected. AP World History is designed to develop greater understanding of the evolution of global processes, contacts, and interaction of different types of human societies. 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 AP exam in May, for which there is a fee.

AP World History Themes

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State-Building, Expansion, and Conflict

Theme 4: Creation, Expansion, and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

- Well written and multi-paragraph compositions that have clear topic development and organization.
- 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 not taking skills from lectures and discussions.

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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

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

### **SPECIFIC COURSE OBJECTIVES**

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

### **INSTRUCTIONAL MODEL**

A wide variety of methods are used to teach AP World History. The overall goal is to help students develop methods to teach themselves from texts, primary sources and periodicals. Students will complete a vast amount of primary and secondary source reading, most of which they will have to process on their own. Student writing will primarily take the form of multi-paragraph essays requiring them to a) compare, b) analyze change and continuity over time, or c) respond to

document based questions (DBQs). These three essay types correspond to the three essays on the College Board World History exam. Students will be required to complete essays on a weekly basis. Methods of instruction include group work, cooperative learning techniques, lecture/discussion, and individual projects on the periods studied.

### **ASSESSMENT**

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

### **RESOURCES**

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

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 10 WORLD HISTORY II (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

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.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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**

Methods of instruction include whole class, group work, differentiated instruction techniques, lecture/discussion, and individual/group projects. The overall goal is to help students develop the skills to become life-long learners with the intellectual curiosity to become informed citizens. Critical thinking skills are stressed throughout the course for all levels. In daily discussions, homework assignments, and essay tests, students are required to reason, to relate cause and effect, and to draw conclusions. Students are required to keep abreast of major world events and be able to evaluate various biases and points of view by analyzing a wide range of documents and primary sources.

### **ASSESSMENT**

Varied approaches are used to evaluate students, and these will be adapted to meet the wide range of abilities in our leveled courses. Written tests include objective as well as identification and essay questions. DBQ and open-ended essay writing are major assessments in the 10th grade, as well as a research paper assignment requiring a thesis statement, MLA documentation, and bibliography. A great deal of group work is done in class, as well as traditional discussion and lecture. Homework is assigned on a regular basis. Quizzes, objective exams, debates, and essay/paragraph assignments are all utilized with a heavy emphasis on critical thinking. Assessments for standard-level students are individualized to focus on key reading, writing, and thinking skills.

### **RESOURCES**

Beck et al., *World History: Patterns of Interaction* (Holt McDougal, 2009)

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 11 ADVANCED PLACEMENT UNITED STATES HISTORY (Level 1)**

**DESCRIPTIVE OVERVIEW**

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 AP 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 the students for success on the AP U.S. History exam in May. The AP Exam, for which there is a fee, is a required commitment by all students taking the course.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by



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

Identify, analyze, and solve problems – demonstrated by

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

Demonstrate self-respect and respect for others – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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

- An awareness that history, geography, economics, and other social sciences are integral components to understanding today's world.
- An ability to make informed decisions on global issues.
- Students having a working knowledge of our constitutional system and an appreciation of the importance of citizenship in a democratic society.

The specific content objectives of this course are as follows:

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

## **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

The College Board's three-hour AP U.S. History Exam in May is mandatory. However, the AP course stands by itself as a valuable college preparatory experience. Extensive essay writing and short papers based on the analysis of documents are prevalent throughout the course. These are supplemented by oral reports and role- playing activities. It is expected that students will be actively involved in class discussion, which is an important ingredient to the depth and richness of the course. Finally, students will complete a fully documented research paper in accordance with the National History Day project.

### **RESOURCES**

Boyer et al., *The Enduring Vision, A.P. Edition* (Cengage, 2018)  
Summer Reading: Woodard, *American Nations* (Penguin)

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 11 AMERICAN STUDIES (Level 2)**

**DESCRIPTIVE OVERVIEW**

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.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

- Knowing how to find and utilize a wide range of resources to conduct research.

- Developing and using a wide range of critical thinking skills (cause/effect, debate, comparisons, generalizations, and proof).

Work both independently and cooperatively with others – demonstrated by

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

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

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

### **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

Students will be assessed continuously throughout the course using a range of evaluations. Assessments will include frequent homework checks, announced and unannounced quizzes, class participation, tests, and projects. A great deal of group work is done in class, as well as traditional discussion and lecture. Homework is assigned on a regular basis. The department's focus on critical thinking and writing skills continues, as students will complete DBQ essays and a formal, fully documented research paper.

### **RESOURCES**

Kennedy and Cohen, *The American Pageant* (Cengage, 2016)

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 11 AMERICAN STUDIES (Levels 3 & 4)**

**DESCRIPTIVE OVERVIEW**

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 19<sup>th</sup> century, followed by an in-depth study of 20<sup>th</sup> century America. American social, cultural and intellectual themes will be stressed along with the more traditional political and economic. Writing, study skills, and oral / group presentation skills are emphasized, and there is a strong commitment to high academic standards.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by:

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

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by:

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

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

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

### **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

This course will prepare students for a solid understanding of U. S. History, the American political system, and the skills necessary to be successful in post-secondary education; therefore, homework is an important ingredient to the course. Role-playing activities and class participation activities will be emphasized, as well as the traditional identification, multiple choice, and essay question formats of evaluation. The department’s focus on critical thinking and writing skills continues, as students will complete DBQ essays and a formal, fully documented research paper. Assessments for standard-level students are individualized to focus on key reading, writing, and thinking skills.

### **RESOURCES**

Danzer et al., *The Americans* (Holt McDougal, 2012)

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 12 ADVANCED PLACEMENT EUROPEAN HISTORY**

**DESCRIPTIVE OVERVIEW**

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.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

- Well written and multi-paragraph compositions that have clear topic development and organization.
- Document-based questions requiring analysis of primary sources.

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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

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

### **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

The College Board's three-hour AP European History Exam in May is mandatory. However, the AP course stands by itself as a valuable college preparatory experience. Extensive essay writing and short papers based on the analysis of documents are prevalent throughout the course. These are supplemented by oral reports and role-playing activities. Finally, it is expected that students will actively be involved in class discussion, which is an important ingredient to the depth and richness of the course.

### **RESOURCES**

Kagan et al., *The Western Heritage* (Prentice Hall, 2016)



**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADES 11 & 12 ECONOMICS (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

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.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

- Knowing how to find and utilize a wide range of resources to conduct research.

- Developing and using a wide range of critical thinking skills (cause/effect, debate, comparisons, generalizations, and proof).

Work both independently and cooperatively with others – demonstrated by

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

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**

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

### **ASSESSMENT**

Students will be evaluated with a range of assessments. In addition to traditional multiple choice, short answer and essay tests, students will complete case studies, simulations and an investment project. For the investment project students will complete a full investment portfolio appropriate for an assigned investor. In order to keep the class linked to the students' own experiences, class participation is essential and will be assessed weekly. Reading and written homework will be assigned regularly.

### **RESOURCES**

Meek et al., *Economics: Concepts and Choices* (McDougal, 2011)

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 12 PSYCHOLOGY (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

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.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

- Knowing how to find and utilize a wide range of resources to conduct research.

- Developing and using a wide range of critical thinking skills (cause/effect, debate, comparisons, generalizations, and proof).

Work both independently and cooperatively with others – demonstrated by

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

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

### **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

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

### **RESOURCES**

Various readings selected by the teacher

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADES 11 & 12 SOCIOLOGY (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

Sociology is a one- semester elective offered to juniors and seniors interested in examining the role of groups and the behavior of individuals within those groups. Special attention is given to the fundamental question, “To what extent are an individual’s actions shaped by society?” 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.

**GOALS**

Hingham’s social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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

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

### **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

Students will be assessed based on a wide range of homework, tests, quizzes and projects, as well as class participation. Attention will be given to memorization, critical analysis, and interpretation. Tests will include both an objective and a written component.

### **RESOURCES**

Thomas, *Sociology: The Study of Human Relationships* (Holt McDougal, 2010)

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADES 11 & 12 AMERICAN POLITICAL SYSTEMS (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

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.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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

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

### **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

A major emphasis is on class participation and student-centered work. Various individual/group projects, oral reports, multiple-choice and essay tests, weekly newspaper article reports, quizzes and debates will round out evaluation.

### **RESOURCES**

Barbour and Wright, *American Government: Citizenship and Power* (EMC, 2010)

*The Boston Globe*

*The Week*



**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADES 11 & 12 INTERNATIONAL AFFAIRS (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

International Affairs is a one-semester elective for upperclassmen 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 such as that between the Arab world and Israelis or the problems in Northern Ireland, as well as the continuing global war on terrorism. The content is flexible as current world affairs are unpredictable.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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 discussion of world events dominates the classroom. Students read articles from current periodicals, newspapers, and the Internet. Often students will be assigned to support a point of view, write a position paper, and then a debate in class will follow. Methods of instruction also include group work, individual projects, films, and lecture.

### **ASSESSMENT**

A major emphasis is on class participation and student-centered work. Various individual/group projects, oral reports, multiple-choice and essay tests, weekly newspaper article reports, quizzes and debates will round out evaluation.

### **RESOURCES**

Various readings selected by the teacher

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADES 11 & 12 HOLOCAUST & HUMAN BEHAVIOR (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

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.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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

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

### **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

A major emphasis is on class participation and student-centered work. Various individual/group projects, oral reports, multiple-choice and essay tests, quizzes and debates will round out evaluation. The culminating project is titled, “Choosing to Participate,” which tasks students with identifying and developing and plan to address an injustice in the world around them.

### **RESOURCES**

Various readings selected by the teacher

Various readings developed by the Facing History and Ourselves organization

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
SOCIAL STUDIES**

**GRADE 12 SEMINAR IN HISTORY (Levels 2, 3, 4)**

**DESCRIPTIVE OVERVIEW**

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. Past and current topics have included The U.S. Civil Rights Movement, Introduction to Philosophy, World War II, and 20th Century American History Through Pop Culture.

**GOALS**

Hingham's social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for Literacy in History/Social Studies (2011). The primary goal is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

**OBJECTIVES**

Read purposefully – demonstrated by

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

Write effectively – demonstrated by

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

Communicate effectively – demonstrated by

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

Identify, analyze, and solve problems – demonstrated by

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

Work both independently and cooperatively with others – demonstrated by

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

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

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

### **INSTRUCTIONAL MODEL**

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

### **ASSESSMENT**

A major emphasis is on class participation and student-centered work. Various individual/group projects, oral reports, multiple-choice and essay tests, quizzes and debates will round out evaluation.

### **RESOURCES**

Various readings selected by the teacher