

**Hingham Public Schools**  
**English Department**  
**Overview**

**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 the expository, persuasive, narrative, and descriptive essay.
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, when appropriate, differentiated. These practices will take into account the readiness level and promote optimum range of challenge for all students.
4. **Vertical Articulation:** Our program will be designed to promote a consistent continuum of skills from one grade level to the next.

**Reading and Writing Requirements**

Required and supplementary reading selections for each grade and level are listed in the current edition of *The Program of Studies*.

Summer reading is required for all students in Grades 6-12. Reading lists and requirements for each grade level are distributed to all students at the end of the school year. This information is also available on the Hingham Public Schools website and at the Hingham Public Library.

Minimum writing requirements are as follows:

- Grade 6: two essays per term, one of which is a multi-paragraph thesis essay in response to literature
- Grades 7-8: three essays per term, two of which are multi-paragraph thesis essays in response to literature
- Grades 9-12: four essays per term, two of which are multi-paragraph thesis essays in response to literature
- All courses will incorporate some form of formal research into the curriculum. Students will receive instruction in research practices and conduct research in accordance with guidelines established by the Modern Language Association (MLA).
- All seniors at all levels participate in an in-class writing workshop to draft their college application essays or related personal statements for employment purposes. This writing workshop is scheduled during Term I.
- Teachers keep yearly and cumulative writing portfolios for each student. These materials, along with folders of all graded work, provide empirical evidence of teacher-student accountability and are available for review upon request and during parent-teacher conferences.

**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 tests such as the MCAS, PSAT, SAT, ACT, and AP exams. When deemed appropriate, teachers may give simulated practice tests.

**Hingham High School**  
**Curriculum Summary**  
**Humanities #122 - English 9 (Level 2)**

**DESCRIPTIVE OVERVIEW**

This advanced-level ninth grade course offers an integrated approach to the study of literature and history. With the goal of understanding the aspects of humanity common to all ages, the curriculum examines the literature of different periods in the history of Western Civilization including but not limited to Ancient Greece, the Middle Ages, and the Renaissance. To this end students also explore writings associated with Eastern philosophy as well as various political and industrial revolutions. Students in this course are provided with opportunities to participate in a variety of projects and research-based activities. All units of instruction are designed to develop skills in the areas of reading comprehension, writing, grammar/language, critical thinking, oral communication, and presentation.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Enable students to understand how literature reflects values, ideas, and lifestyles throughout history
- Guide students to see the hero/heroine as a person whose life represents the triumph of character, purpose, and courage
- Enable students to recognize the universality of the human experience

The **specific objectives** of this course are as follows:

1. Students in Humanities 9(2) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - Engaging in whole class and student-led discussions
  - Working in small groups to synthesize information
  - Planning and delivering oral presentations
  - Building vocabulary through recalling prior knowledge of literary selections
  - Applying rules of grammar, sentence mechanics, and language mechanics to writing
  - Identifying language patterns and dialect to distinguish social groups
2. Students in Humanities 9(2) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Interpreting symbolism and thematic elements in a text
  - Relating literary work to its historical context
  - Analyzing how an author's choice of genre shapes the message
  - Identifying themes and making universal applications
  - Analyzing point of view, foreshadowing, and irony
  - Analyzing the effects of sound, form, and figurative language in poetry
  - Assessing an author's use of language to emphasize his purpose
  - Analyzing elements of mythology
  - Analyzing conventions of dramatic literature
  - Dramatizing scenes and characters from a text
3. Students in Humanities 9(2) will meet standards 19-26 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized creative and thesis-driven essays
  - Writing for a targeted audience
  - Improving organization, development, and expression through revision
  - Writing according to standard English conventions
  - Composing original, well-organized research reports
  - Engaging in a research process, synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing
4. Students in Humanities 9(2) will meet standards 27-28 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by

- Synthesizing information from a variety of websites
- Creating a multimedia presentation

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group and project-based learning, media presentations, lectures, team teaching, and both teacher and student-led discussions, are incorporated into this course. Teachers engage learners in student-centered activities and utilize questioning techniques that elicit and guide higher order critical thinking and independent reasoning. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. As applicable, students are given the opportunity, through interdisciplinary assignments, to establish connections between content areas.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**Humanities #123 - English 9 (Level 3)**

**DESCRIPTIVE OVERVIEW**

This ninth grade college preparatory course is designed to introduce students to major works of literature that have shaped or reflect significant themes in world civilization. With the goal of understanding the aspects of humanity common to all ages, the curriculum examines different periods in the history of Western Civilization including but not limited to Ancient Greece, the Middle Ages, and the Renaissance. Students in this course are provided with opportunities to participate in a variety of projects and research-based activities. All units of instruction are designed to develop skills in the areas of reading comprehension, writing, grammar/language, critical thinking, oral communication, and presentation.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Enable students to understand how literature reflects values, ideas, and lifestyles throughout history
- Guide students to see the hero/heroine as a person whose life represents the triumph of character, purpose, and courage
- Enable students to recognize the universality of the human experience

The **specific objectives** of this course are as follows:

1. Students in Humanities 9(3) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in whole class and student-led discussions
  - b. Working in small groups to synthesize information
  - c. Planning and delivering oral presentations
  - d. Building vocabulary through recalling prior knowledge of literary selections
  - e. Applying rules of grammar, sentence mechanics, and language mechanics to writing
  - f. Identifying language patterns and dialect to distinguish social groups
2. Students in Humanities 9(3) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Interpreting symbolism and thematic elements in a text
  - Relating literary work to its historical context
  - Analyzing how an author's choice of genre shapes the message
  - Identifying themes and making universal applications
  - Analyzing point of view, foreshadowing, and irony
  - Analyzing the effects of sound, form, and figurative language in poetry
  - Assessing an author's use of language to emphasize his purpose
  - Analyzing elements of mythology
  - Analyzing conventions of dramatic literature
  - Dramatizing scenes and characters from a text
3. Students in Humanities 9(3) will meet standards 19-26 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized creative and thesis-driven essays
  - Writing for a targeted audience
  - Improving organization, development, and expression through revision
  - Writing according to standard English conventions
  - Composing original, well-organized research reports
  - Engaging in a research process, synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing

4. Students in Humanities 9(3) will meet standards 27-28 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
  - Synthesizing information from a variety of websites
  - Creating a multimedia presentation

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group and project-based learning, media presentations, lectures, team teaching, and both teacher and student-led discussions, are incorporated into this course. Teachers engage learners in student-centered activities and utilize questioning techniques that elicit and guide higher order critical thinking and independent reasoning. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. As applicable, students are given the opportunity, through interdisciplinary assignments, to establish connections between content areas.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**Humanities #126 – English/Reading 9 (ELA)**

**DESCRIPTIVE OVERVIEW**

This skills-based course is strategically designed to meet the needs of ninth graders who would benefit from a small class setting. When possible, the class is co-taught by an English teacher and a Special Education teacher and/or paraprofessional in order to offer direct literacy instruction tailored to students' individual needs. Special attention is given to skills tested on and strategies needed for the MCAS exam. Students are considered for this program based standardized test results, teacher recommendations, and previous academic performance. As much as possible, the content of this course remains consistent with the content of other 9<sup>th</sup> grade Humanities courses.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Improve the reading, writing, language, critical thinking, and oral communication skills of the students
- Foster class participation and an independent approach to learning
- Forge connections between literature, students, and their world.
- Prepare students Massachusetts Comprehensive Assessment System (MCAS) exam.

The **specific objectives** of this course are as follows:

1. Students in Humanities 9 (ELA) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by:
  - a. Engaging in class discussion
  - b. Summarizing information and ideas learned from class discussion
  - c. Working in small groups to process information
  - d. Building vocabulary by using context clues to define unfamiliar words
  - e. Practicing the rules of standard English grammar and usage
  - f. Using general and specialized dictionaries, thesauruses, and related references
2. Students in Humanities 9 (ELA) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by:
  - Utilizing graphic organizers, note-taking, and guided reading questions
  - Identifying the main idea and supporting details of a passage
  - Interpreting a character's traits, emotions, or motivation
  - Identifying, analyzing, and interpreting similar themes across a variety of selections
  - Locating and analyzing elements of fiction such as conflict, foreshadowing, and irony
  - Identifying and analyzing patterns of imagery or symbolism
  - Analyzing and evaluating the logic and use of evidence in an author's argument
  - Identifying and analyzing the characteristics of various genres in relation to an author's purpose
  - Relating literary work to its historical context
  - Analyzing the elements of mythology
3. Students in Humanities 9 (ELA) will meet standards 19-26 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by:
  - Generating a main idea in response to a prompt
  - Selecting textual evidence to support an argument
  - Analyzing and interpreting textual evidence in support of an argument
  - Organizing ideas in a clear and logical manner
  - Using all conventions of standard English when writing and editing
  - Revising writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics
  - Applying steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research

- Generating creative assignments which convey a theme
  - Using teacher-generated rubrics as a guide for self-editing
4. Students in Humanities 9 (ELA) will meet standards 27-28 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by:
- Comparing stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings
  - Analyzing visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness
  - Creating media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

In this course activities are adjusted so that each student can learn at his or her instructional level. Differentiated instruction, scaffolding, chunking, and other strategies are employed in order to optimize individual performance. Other teaching strategies incorporated into this course include team-teaching, direct instruction, whole class and small group discussion, small-group cooperative learning, inquiry and project-based learning, and workshops. Students receive ongoing teacher feedback as they practice new skills. Writing instruction engages students in all stages of the writing process with emphasis on prewriting, revision and editing. Assessments are frequent and are guided by rubrics that clearly articulate expectations.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**World Literature #142 – English 10 (Level 2)**

**DESCRIPTIVE OVERVIEW**

This advanced level tenth grade course explores major works of literature from a variety of world cultures. Literary works reflect diverse cultural movements and civilizations including but not limited to England, Eastern and Western Europe, Asia, Africa, and Latin America. Through the study of this literature, students refine reading accuracy, critical thinking, analysis and interpretation, writing, speaking, and listening skills. Students engage in frequent critical reading, produce analytical/interpretive as well as personal/creative writing assignments, and participate in both teacher and student-led discussions. Grammar, usage, and vocabulary are integrated into all units of instruction.

**GOALS and OBJECTIVES**

The **general goals** of this course are as follows:

- Provide students with an understanding of world literature and its relationship to history and culture
- Provide an awareness and appreciation of the distinct contributions of diverse writers

The **specific objectives** of this course are as follows:

1. Students in World Literature 10(2) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the High School expectation to *communicate effectively* by
  - Engaging in whole class and student led discussion
  - Delivering timed oral reports
  - Summarizing information and ideas learned from a focused group
  - Giving formal and informal talks to various audiences using appropriate level of formality and rhetorical devices
  - Using words knowledgably, showing understanding of idioms, literal and figurative distinctions, and appropriate allusions
  - Identifying and applying rules of grammar, sentence mechanics, and language mechanics to writing
  - Identifying content-specific vocabulary, terminology, or jargon
  - Identifying differences between voice, tone, diction, and syntax used in media presentations
2. Students in World Literature 10(2) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposely* and *identify, analyze, and solve problems* by
  - Identifying, analyzing, and applying knowledge of the characteristics of different genres
  - Identifying and analyzing patterns of imagery or symbolism
  - Analyzing logic and use of evidence in an author's argument
  - Relating a literary work to primary source documents of its literary or historical setting
  - Analyzing how the selection of genre shapes an author's message
  - Locating and analyzing setting, character, conflict, and theme
  - Identifying and evaluating the effects of sound devices, forms, and figurative language in poetry
  - Evaluating how diction and sentence variety contribute to theme, purpose, and effectiveness of both literary and informational text
  - Identifying and analyzing how dramatic conventions relate to dramatic text
  - Developing, communicating, and sustaining consistent characters in improvisational, formal, and informal productions
3. Students in World Literature 10(2) will meet standards 19-25 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing original stories or scripts with attention to theme, mood, and tone, and organization
  - Writing poems using a range of techniques, forms, and figurative language
  - Writing expository and critical essays that demonstrate control of organization, logical development, effective use of detail, and language expression and mechanics



- Using different levels of formality, style, and tone when composing for different audiences
  - Revising writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics
  - Applying knowledge of grammar, usage, mechanics, and spelling to writing in a variety of modes
  - Integrating all elements of fiction to emphasize the theme and tone of a work
  - Formulating open-ended research questions
  - Obtaining, organizing, and evaluating information from a variety of sources
  - Writing thesis-driven research papers using logical organization, effective supporting evidence, and variety in sentence structure
  - Presenting research with a consistent, standard format of documentation
  - Using group-generated criteria for evaluating different forms of writing
4. Students in World Literature (10-2) will meet standards 26-28 of the Massachusetts state framework **media strand** and the Hingham High School expectations to communicate effectively by
- Analyzing and evaluating the effectiveness of visual or aural techniques in media messages
  - Creating media presentations that make effective use of visual or aural techniques
  - Developing and applying criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group and project-based learning, media presentations, lectures, team teaching, and both teacher and student-led discussions, are incorporated into this course. Teachers engage learners in student-centered activities and utilize questioning techniques that elicit and guide higher order critical thinking and independent reasoning. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. As applicable, students are given the opportunity, through interdisciplinary assignments, to establish connections between content areas.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**World Literature #143 – English 10 (Level 3)**

**DESCRIPTIVE OVERVIEW**

This college-preparatory course explores major works of literature from a variety of world cultures. Literary works reflect diverse cultural movements and civilizations including but not limited to England, Eastern and Western Europe, Asia, Africa and Latin America. Through the study of this literature, students refine reading accuracy, critical thinking, analysis and interpretation, writing, speaking, and listening skills. Students engage in frequent critical reading, produce analytical/interpretive as well as personal/creative writing assignments, and participate in both teacher and student-led discussions. Grammar, usage, and vocabulary are integrated into all units of instruction.

**GOALS and OBJECTIVES**

The **general goals** of this course are as follows:

- Provide students with an understanding of world literature and its relationship to history and culture
- Provide an awareness and appreciation of the distinct contributions of diverse writers

The **specific objectives** of this course are as follows:

1. Students in World Literature 10(3) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the High School expectation to *communicate effectively* by
  - Engaging in whole class and student led discussion
  - Delivering timed oral reports
  - Summarizing information and ideas learned from a focused group
  - Giving formal and informal talks to various audiences using appropriate level of formality and rhetorical devices
  - Using words knowledgably, showing understanding of idioms, literal and figurative distinctions, and appropriate allusions
  - Identifying and applying rules of grammar, sentence mechanics, and language mechanics to writing
  - Identifying content-specific vocabulary, terminology, or jargon
  - Identifying differences between voice, tone, diction, and syntax used in media presentations
2. Students in World Literature 10(3) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposely* and *identify, analyze, and solve problems* by
  - Identifying, analyzing, and applying knowledge of the characteristics of different genres
  - Identifying and analyzing patterns of imagery or symbolism
  - Analyzing logic and use of evidence in an author's argument
  - Relating a literary work to primary source documents of its literary or historical setting
  - Analyzing how the selection of genre shapes an author's message
  - Locating and analyzing setting, character, conflict, and theme
  - Identifying and evaluating the effects of sound devices, forms, and figurative language in poetry
  - Evaluating how diction and sentence variety contribute to theme, purpose, and effectiveness of both literary and informational text
  - Identifying and analyzing how dramatic conventions relate to dramatic text
  - Developing, communicating, and sustaining consistent characters in improvisational, formal, and informal productions
3. Students in World Literature 10(3) will meet standards 19-25 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing original stories or scripts with attention to theme, mood, and tone, and organization
  - Writing poems using a range of techniques, forms, and figurative language
  - Writing expository and critical essays that demonstrate control of organization, logical development, effective use of detail, and language expression and mechanics
  - Using different levels of formality, style, and tone when composing for different audiences

- Revising writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics
  - Applying knowledge of grammar, usage, mechanics, and spelling to writing in a variety of modes
  - Integrating all elements of fiction to emphasize the theme and tone of a work
  - Formulating open-ended research questions
  - Obtaining, organizing, and evaluating information from a variety of sources
  - Writing thesis-driven research papers using logical organization, effective supporting evidence, and variety in sentence structure
  - Presenting research with a consistent, standard format of documentation
  - Using group-generated criteria for evaluating different forms of writing
4. Students in World Literature 10(3) will meet standards 26-28 of the Massachusetts state framework **media strand** and the Hingham High School expectations to communicate effectively by
- Analyzing and evaluating the effectiveness of visual or aural techniques in media messages
  - Creating media presentations that make effective use of visual or aural techniques
  - Developing and applying criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group and project-based learning, media presentations, lectures, team teaching, and both teacher and student-led discussions, are incorporated into this course. Teachers engage learners in student-centered activities and utilize questioning techniques that elicit and guide higher order critical thinking and independent reasoning. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. As applicable, students are given the opportunity, through interdisciplinary assignments, to establish connections between content areas.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**World Literature #146 – English/Reading 10 (ELA)**

**DESCRIPTIVE OVERVIEW**

This skills-based course is strategically designed to meet the needs of tenth graders who would benefit from a small class setting. When possible, the class is co-taught by an English teacher and a Special Education teacher and/or paraprofessional in order to offer direct literacy instruction tailored to students' individual needs. Special attention is given to skills tested on and strategies needed for the MCAS exam. Students are considered for this program based standardized test results, teacher recommendations, and previous academic performance. As much as possible, the content of this course remains consistent with the content of other 10th grade World Literature courses.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Improve the reading, writing, language, critical thinking, and oral communication skills of the students
- Foster class participation and an independent approach to learning
- Forge connections between literature, students, and their world.
- Prepare students Massachusetts Comprehensive Assessment System (MCAS) exam.

The **specific objectives** of this course are as follows:

1. Students in World Literature 10 (ELA) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in class discussion
  - b. Summarizing information and ideas learned from class discussion
  - c. Working in small groups to process information
  - d. Building vocabulary by using context clues to define unfamiliar words
  - e. Practicing the rules of standard English grammar and usage
  - f. Using general and specialized dictionaries, thesauruses, and related references
2. Students in World Literature 10 (ELA) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by:
  - Utilizing graphic organizers, note-taking, and guided reading questions
  - Identifying the main idea and supporting details of a passage
  - Interpreting a character's traits, emotions, or motivation
  - Identifying, analyzing, and interpreting similar themes across a variety of selections
  - Locating and analyzing elements of fiction such as conflict, foreshadowing, and irony
  - Identifying and analyzing patterns of imagery or symbolism
  - Analyzing and evaluating the logic and use of evidence in an author's argument
  - Identifying and analyzing the characteristics of various genres in relation to an author's purpose
  - Relating literary work to its historical context
  - Relating a literary work to primary source documents of its literary or historical setting
3. Students in World Literature 10 (ELA) will meet standards 19-26 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Generating a main idea in response to a prompt
  - Selecting textual evidence to support an argument
  - Analyzing and interpreting textual evidence in support of an argument
  - Organizing ideas in a clear and logical manner
  - Using all conventions of standard English when writing and editing
  - Revising writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics
  - Applying steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research

- Generating creative assignments that convey a theme
  - Using teacher-generated rubrics as a guide for self-editing
4. Students in British and World Literature 10(4) ELA will meet standards 27-28 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
- Comparing stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.
  - Analyzing visual or aural techniques used in a media message for a particular audience and evaluating their effectiveness.
  - Creating media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

In this course activities are adjusted so that each student can learn at his or her instructional level. Differentiated instruction, scaffolding, chunking, and other strategies are employed in order to optimize individual performance. Other teaching strategies incorporated into this course include team-teaching, direct instruction, whole class and small group discussion, small-group cooperative learning, inquiry and project-based learning, and workshops. Students receive ongoing teacher feedback as they practice new skills. Writing instruction engages students in all stages of the writing process with emphasis on prewriting, revision and editing. Assessments are frequent and are guided by rubrics that clearly articulate expectations.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**American Studies #152 – English 11 (Level 2)**

**DESCRIPTIVE OVERVIEW**

This honors level course offers an integrated approach to the study of literature and history with the goal of understanding the development of American culture. Students analyze and interpret works from a wide spectrum of American literature in order to explore topics such as the American Identity and Character, the American Dream, and American Culture. Students are provided with opportunities to participate in a variety of projects and research-based activities in order to expand and refine their skills in the areas of reading accuracy, critical thinking, analysis and interpretation, writing, speaking, and listening. Reading comprehension, writing, grammar and vocabulary skills are integrated into all units of instruction.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- enable students to understand the story of American literature
- enable students to define the American character
- explore the nature of the American dream
- reinforce the value of the connection between literature and history

The **specific objectives** of this course are as follows:

1. Students in American Studies 11(2) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in whole class and student-led discussions
  - b. Working in small groups to synthesize information
  - c. Planning and delivering oral presentations
  - d. Building vocabulary through recalling prior knowledge of literary selections
  - e. Constructing mechanically correct sentences
  - f. Identifying language patterns and dialect to distinguish social groups
2. Students in American Studies 11(2) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Identifying themes and making universal applications
  - Identifying and interpreting symbolism, imagery, and tone in a text
  - Relating literary work to its historical context
  - Analyzing how an author's choice of genre shapes the message
  - Analyzing point of view, foreshadowing, and irony
  - Analyzing the effects of sound, form, and figurative language in poetry
  - Assessing an author's use of language to emphasize his purpose
  - Analyzing elements of American literary movements
  - Analyzing conventions of dramatic literature
  - Dramatizing scenes and characters from a text
3. Students in American Studies 11(2) will meet standards 19-25 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized critical analysis and thesis-driven essays
  - Writing for a targeted audience
  - Improving organization, development, and expression through revision
  - Writing according to standard English conventions
  - Composing original, well-organized thesis-driven research reports
  - Engaging in a research process which blends history and literature, while synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing

4. Students in American Studies 11(2) will meet standards 26-27 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
  - Synthesizing information from a variety of websites
  - Creating a multimedia presentation

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group and project-based learning, media presentations, lectures, team teaching, and both teacher and student-led discussions, are incorporated into this course. Teachers engage learners in student-centered activities and utilize questioning techniques that elicit and guide higher order critical thinking and independent reasoning. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. As applicable, students are given the opportunity, through interdisciplinary assignments, to establish connections between content areas.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**American Studies #153 – English 11 (Level 3)**

**DESCRIPTIVE OVERVIEW**

This college preparatory course offers an integrated approach to the study of literature and history with the goal of understanding the development of American culture. Students analyze and interpret works from a wide spectrum of American literature in order to explore topics such as the American Identity and Character, the American Dream, and American Culture. Students are provided with opportunities to participate in a variety of projects and research-based activities in order to expand and refine their skills in the areas of reading accuracy, critical thinking, analysis and interpretation, writing, speaking, and listening. Reading comprehension, writing, grammar and vocabulary skills are integrated into all units of instruction.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- enable students to understand the story of American literature
- enable students to define the American character
- explore the nature of the American dream
- reinforce the value of the connection between literature and history

The **specific objectives** of this course are as follows:

1. Students in American Studies 11(3) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in whole class and student-led discussions
  - b. Working in small groups to synthesize information
  - c. Planning and delivering oral presentations
  - d. Building vocabulary through recalling prior knowledge of literary selections
  - e. Constructing mechanically correct sentences
  - f. Identifying language patterns and dialect to distinguish social groups
2. Students in American Studies 11(3) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Identifying themes and making universal applications
  - Identifying and interpreting symbolism, imagery, and tone in a text
  - Relating literary work to its historical context
  - Analyzing how an author's choice of genre shapes the message
  - Analyzing point of view, foreshadowing, and irony
  - Analyzing the effects of sound, form, and figurative language in poetry
  - Assessing an author's use of language to emphasize his purpose
  - Analyzing elements of American literary movements
  - Analyzing conventions of dramatic literature
  - Dramatizing scenes and characters from a text
3. Students in American Studies 11(3) will meet standards 19-25 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized critical analysis and thesis-driven essays
  - Writing for a targeted audience
  - Improving organization, development, and expression through revision
  - Writing according to standard English conventions
  - Composing original, well-organized thesis-driven research reports
  - Engaging in a research process which blends history and literature, while synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing



4. Students in American Studies 11(3) will meet standards 26-27 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
  - Synthesizing information from a variety of websites
  - Creating a multimedia presentation

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group and project-based learning, media presentations, lectures, team teaching, and both teacher and student-led discussions, are incorporated into this course. Teachers engage learners in student-centered activities and utilize questioning techniques that elicit and guide higher order critical thinking and independent reasoning. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. As applicable, students are given the opportunity, through interdisciplinary assignments, to establish connections between content areas.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**American Studies #154 – English 11 (Level 4)**

**DESCRIPTIVE OVERVIEW**

In this 11<sup>th</sup> grade course students read and discuss works from a wide spectrum of American literature in order to explore themes such as the American Identity and Character, the American Dream, and American Culture. This course is strategically designed to meet the needs of eleventh graders who would benefit from a small class setting and the combined efforts of an English teacher and, as needed, instructional aides. The primary aim of this class will be to bolster and expand reading, writing and critical thinking skills by tailoring instruction to the individual needs of the students. As much as possible, the content of this course remains consistent with the content of other 11<sup>th</sup> grade American Studies courses.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Foster class participation and student-centered learning.
- Forge connections between students, literature, and history.
- enable students to define the nature of the American character and the American dream

The **specific objectives** of this course are as follows:

1. Students in American Studies 11(4) will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in whole class and student-led discussions
  - b. Working in small groups to synthesize information
  - c. Planning and delivering oral presentations
  - d. Building vocabulary through recalling prior knowledge of literary selections
  - e. Constructing mechanically correct sentences
  - f. Identifying language patterns and dialect to distinguish social groups
2. Students in American Studies 11(4) will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Identifying themes and making universal applications
  - Identifying and interpreting symbolism, imagery, and tone in a text
  - Relating literary work to its historical context
  - Analyzing how an author's choice of genre shapes the message
  - Analyzing point of view, foreshadowing, and irony
  - Analyzing the effects of sound, form, and figurative language in poetry
  - Assessing an author's use of language to emphasize his purpose
  - Analyzing elements of American literary movements
  - Analyzing conventions of dramatic literature
  - Dramatizing scenes and characters from a text
3. Students in American Studies 11(4) will meet standards 19-25 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized critical analysis and thesis-driven essays
  - Writing for a targeted audience
  - Improving organization, development, and expression through revision
  - Writing according to standard English conventions
  - Composing original, well-organized thesis-driven research reports
  - Engaging in a research process which blends history and literature, while synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing
4. Students in American Studies 11(4) will meet standards 26-27 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by

- Synthesizing information from a variety of websites
- Creating a multimedia presentation

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group and project-based learning, media presentations, lectures, team teaching, and both teacher and student-led discussions, are incorporated into this course. Teachers engage learners in student-centered activities and utilize questioning techniques that elicit and guide higher order critical thinking and independent reasoning. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. As applicable, students are given the opportunity, through interdisciplinary assignments, to establish connections between content areas.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham High School**  
**Curriculum Summary**  
**AP English Literature and Composition**  
**English 12 – Level 1**

**DESCRIPTIVE OVERVIEW**

This college level course is designed for those who are committed to the rigorous and rewarding study of literature. The course is thematically organized, and will expose students to a wide range of British, American, and world literature texts from a variety of time periods. The course is designed to teach students the reading, writing, and critical thinking skills ordinarily developed in an introductory college English course. Successful AP English students will be willing and able to work and think independently. In May, students will be required to take the AP English Literature and Composition exam. The curriculum guide for this course was developed in accordance with the AP English Literature and Composition Course Description published by the College Board.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Encourage students to understand texts on a deeper level and refine their abilities to read literature closely and for its larger thematic and social/cultural significances.
- Enable students to read, write, and think independently and to deepen their intellectual curiosity.
- Forge connections between literature, students, and their world.
- Foster class participation and student-centered learning.
- Introduce students to schools of literary theory and the role of the literary critic.
- Prepare students for the AP English Literature and Composition exam.

The **specific objectives** of this course are as follows:

1. Students in AP English Literature and Composition will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging students in student-led discussion
  - b. Working in small groups to process information
  - c. Planning and delivering oral presentations
  - d. Developing the questions which drive the approach to a text
  - e. Evaluating the influence of the English language on world literature and world cultures
  - f. Building vocabulary through identifying and correctly using new words acquired through study of their different relationships to other words
  - g. Constructing mechanically correct, sophisticated sentences
  - h. Studying theories of language and literature
  - i. Analyzing how dialect can be a source of negative or positive stereotypes among social groups
2. Students in AP English Literature and Composition will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Identifying and analyze the point(s) of view in a literary work
  - Analyzing patterns of figurative language, imagery, symbolism, structure, and syntax and connecting them to themes and/or tone and mood
  - Interpreting an author's use of irony, paradox, hyperbole, and understatement
  - Analyzing and evaluating the logic and use of evidence in an author's argument
  - Relating a literary work to the influential ideas of its time
  - Utilizing literary theory and/or criticism to develop an interpretation of a literary work
  - Identifying and analyzing characteristics of genres that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial
  - Interpreting multiple, dualistic, and contradictory themes of a text
  - Analyzing and comparing texts that express a universal theme, and locating support in the text for the identified theme

- Analyzing, evaluating and applying knowledge of how authors use literary techniques and elements in fiction, drama, and poetry for rhetorical and aesthetic purposes.
  - Evaluating the logic and use of evidence in a written argument.
  - Analyzing and comparing style and language across significant cross-cultural literary works
  - Analyzing the influence of mythic, traditional, or classical literature on later literature and film
  - Identifying and analyzing types of dramatic literature
  - Applying knowledge dramatic conventions by discussing and developing interpretations of dramatic texts for classroom performance.
3. Students in AP English Literature and Composition will meet standards 19-26 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
- Writing coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation
  - Using effective rhetorical techniques and demonstrating understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments
  - Using all conventions of standard English when writing and editing
  - Organizing ideas with a sophisticated line of development
  - Crafting sentences in a way that supports the underlying logic of the ideas
  - Formulating original, open-ended questions to carry out research, focusing on the adequacy of questions, materials, approach, and documentation of sources
  - Generating creative assignments which convey an explicit or implicit theme, using a variety of literary techniques
4. Students in AP English Literature and Composition will meet standards 27-28 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
- Identifying the aesthetic effects of a media presentation and identifying and evaluating the techniques used to create them.
  - Creating coherent media productions that synthesize information from several sources.

### **INSTRUCTIONAL MODEL**

Various teaching strategies are incorporated into this course: class-discussion, small-group cooperative learning and discussion, inquiry and project-based learning, direct instruction, and student-led discussions. Student-centered activities form the backbone of the course, with the teacher providing initial instruction and/or guidance when needed, particularly to introduce a new text, school of theory, or writing strategy. Instruction is generally question-driven, and focuses on the analysis and interpretation of literature. Essays are graded according to specific, clearly stated expectations articulated in rubrics.

### **ASSESSMENT**

In this course students will be assessed on their close reading, critical thinking, and evaluative skills. The central method of assessment will be writing. Essays will demonstrate a student's ability to craft a thesis, establish a line of development, and select and analyze textual evidence. Papers covering multiple texts will reflect a student's ability to synthesize information in support of a thesis. A research paper will assess a student's ability to incorporate literary criticism and theory into an argument and the ability to compare and synthesize works in support of a thesis. Occasional quizzes, study guides, and practice responses to timed writing prompts will be used as a tool for assessing a student's analytical ability in response to a text. Participation in class discussion, both student-led and teacher-facilitated, will reveal a student's critical thinking skills, analytical abilities, and proficiency in communication. Creative assignments will allow a student to practice with the literary devices and crafts studied in the course. The midyear exam will be a complete AP Exam to both prepare students and evaluate their preparedness for the exam.

**Hingham High School  
Curriculum Summary  
Seniors Seminar**

*Satire, Irony, and Humor*

**DESCRIPTIVE OVERVIEW**

Satire uses irony, humor and other literary 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 filled with satirical influences, from the political criticism of *The Daily Show* to the social criticism in *The Simpsons*. This course will explore both the traditional influences and modern influences of satire. Examples will be drawn from novels, short stories, political cartoons, television series, and film. Student work will include creative and critical writing, as well as a major semester project that will involve the creation of an original work of social or political satire.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Participating in close reading of written and film texts
- Interpreting and analyzing text for elements of social criticism and satirical techniques
- Recognizing specific satirical techniques on sight
- Understanding how satire captures and expresses criticism of values and ideas of American culture
- Forming opinions about the topics being satirized

The **specific objectives** of this course are as follows:

1. Students in *Satire, Irony, and Humor* will meet standard 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in whole class and student-led discussions
  - b. Working in small groups to synthesize and analyze information
  - c. Planning and delivering oral presentations
  - d. Building vocabulary by recalling prior knowledge of literary selections and context clues
  - e. Constructing mechanically correct sentences
  - f. Identifying the relationship between language and tone in the creation of satire
2. Students in *Satire, Irony, and Humor* will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Interpreting figurative language in all texts
  - Relating works of satire to their historical and cultural contexts
  - Assessing an author's use of language to emphasize his/her purpose
  - Analyzing and evaluate the logic and use of evidence in an author's tone
  - Analyzing elements of satire and humor as expressed through text and various media
  - Interpreting and adapting scenes from literary texts in creative, student-centered activities
  - Identifying and analyzing the characteristics of genre of satire in various forms
  - Comparing and contrasting the presentation of theme or topic across genres to explain how the selection and treatment of genre shapes the message
  - Analyzing the influence of early satiric works on later works of satire in literature, film, and other media
3. Students in *Satire, Irony, and Humor* will meet standards 19-25 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized creative and thesis-driven essays with a clear focus, rich detail, well-developed paragraphs, and logical argumentation which employ all the rules of standard written English
  - Using rhetorical techniques effectively in writing and demonstrating understanding of purpose, speaker, audience, and form
  - Writing for a targeted audience

- Revising writing to improve style word choice, sentence variety, and subtlety of meaning
  - Writing according to standard English conventions
  - Composing original, well-organized research reports
  - Engaging in a research process, synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing
  - Writing well-organized stories with an explicit or implicit theme using a variety of literary techniques
4. Students in *Satire, Irony, and Humor* will meet standards 26-27 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
- Synthesizing information from a variety of websites
  - Creating coherent media presentations that synthesize information from several sources
  - Identifying the aesthetic effects of a media presentation and identifying and evaluating the techniques used to create them
  - Identifying and analyzing the satiric techniques used in film other media
  - Increasing awareness of how popular media shapes cultural ideals and values

### **INSTRUCTIONAL MODEL**

Teaching strategies in Satire, Irony and Film include small and large group discussion, journal writing, formal writing assignments, film and television viewing with viewing guides, reflective note-taking, and direct instruction. Instruction focuses on the analysis and interpretation of satire covering a variety of social and political issues. Texts are analyzed both for their parts and as a whole; texts within a unit are also compared and contrasted with each other for thematic and stylistic elements. Active reading and viewing, along with daily, intensive discussion are central to this course. The teacher incorporates questioning techniques which elicit and guide critical and independent thinking. Cultural awareness and critique are essential components to tie in to the readings and discussion. As needed, instruction is differentiated to accommodate variations in skill and learning style.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as quizzes, participation in discussion, involvement in writing workshops, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program. As appropriate, assessment is differentiated to accommodate the needs of students at differing academic levels.

**Hingham High School  
Curriculum Summary  
Seniors Seminar**

*Film Studies*

**DESCRIPTIVE OVERVIEW**

This senior seminar provides a broad overview of analytical and critical approaches to studying film. Through active viewing and discussions, students study filmmaking techniques and film genres and topics. Genres studied may include but are not limited to gangster, Westerns, war, documentary, and suspense. The course culminates with a thematic study of films addressing the topics of alienation and disillusionment. The recurring focal point for the course is the relationship between Hollywood cinema and American culture. Students also gain an understanding of film style as it appears in the works of major American filmmakers. Students complete readings as well as critical and creative writing, a research project, and student-directed films.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows. Students will:

- Interpreting and analyzing film text at the literary, dramatic, and cinematic levels.
- Recognizing specific filmmaking techniques on sight.
- Analyzing how the three levels of film interact and create overall sense of meaning and mood.
- Attending to details, understanding the symbolic “shorthand” used in film.

The **specific objectives** of this course are as follows:

1. Students in Film Studies will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - Engaging in whole class and student-led discussions
  - Working in small groups to synthesize information
  - Planning and delivering oral presentations
  - Building vocabulary by acquiring film terminology
  - Constructing mechanically correct sentences
  - Identifying language patterns and dialect in performance to distinguish social groups and analyze characterization
2. Students in Film Studies will meet standards 8-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Identifying and analyzing the literary elements of a film
  - Relating films to their historical and cultural contexts
  - Analyzing how director’s choices are representative of film genres
  - Assessing an director’s use of literary techniques to emphasize his purpose
  - Identifying and analyzing the dramatic elements of a film
  - Reading, analyzing, researching, and responding to film reviews and critical theory
  - Identifying and analyzing elements of critical material that address literary, cinematic and dramatic levels of film.
3. Students in Film Studies will meet standards 19-26 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized creative and thesis-driven essays
  - Writing for a targeted audience
  - Improving organization, development, and expression through revision
  - Writing according to standard English conventions
  - Composing original, well-organized research reports
  - Engaging in a research process, synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing
  - Demonstrating effective note taking.



4. Students in Film Studies will meet standards 27-28 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
- Participating in close viewing and observation of film texts.
  - Designing and creating coherent media production.
  - Designing and creating media productions that revolve around a central idea, are detailed and thorough, and address an intended audience.
  - Setting up and following a production schedule for media projects.

### **INSTRUCTIONAL MODEL**

Teaching strategies in Film Studies include small and large group discussion, journal writing, formal writing assignments, critical readings, viewing guides, reflective note-taking, and direct instruction. Instruction focuses on the analysis and interpretation of film in a variety of genres. Active viewing and daily, intensive discussion are central to this course. The teacher incorporates questioning techniques which elicit and guide critical and independent thinking. Outside viewings are required throughout various units to allow for more in-depth understanding of genres, directors, or thematic issues. Supplementary readings are provided to underscore concepts noted within class discussion and to introduce students to critical film theory. When a film is required to be viewed outside of class, students are always provided an opportunity to watch it on school equipment and with school resources at a specific time arranged by the teacher. As needed, instruction is differentiated to accommodate variations in skill and learning style.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as quizzes, participation in discussion, involvement in writing workshops, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program. As appropriate, assessment is differentiated to accommodate the needs of students at differing academic levels.

**Hingham High School  
Curriculum Summary  
Seniors Seminar**

*The Irish Experience*

**DESCRIPTIVE OVERVIEW**

The Irish culture has experienced much growth and prosperity in recent years. By reading, viewing, and listening to Irish literature, film, and music, students will gain knowledge about and appreciation for the Irish culture. Focusing on 20<sup>th</sup> century poets, playwrights, filmmakers, and musicians, this course will explore the creativity and spirit of Ireland. Students will critically analyze literature, films, and music as way of understanding the culture and themselves. Authors will include William Butler Yeats, Patrick Kavanagh, James Joyce, Bernard MacLaverty, Seamus Heaney, and others. Films will include *The Quiet Man*, *In the Name of The Father*, and *Michael Collins*. Music will include contemporary and traditional selections. There will be critical, creative, and research-based writing assignments in response to the literature, films, and music.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Identify and analyze cultural traits and motifs in Irish writing & forms of expression
- Read, analyze, compare, and contrast styles of various Irish authors in the context of Ireland's national and cultural development
- Identify the origins and analyze the validity of Irish stereotypes in Irish literature, film, and music
- Identify and analyze how different Irish authors deal with the complex relationship between Ireland and Britain
- Identify and analyze how different Irish authors deal with the complex relationship between themselves and their country of origin
- Apply the themes, concepts, and motifs in Irish literature to students' own lives

The **specific objectives** of this course are as follows:

1. Students in *The Irish Experience* will meet standard 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in whole class and student-led discussions
  - b. Working in small groups to synthesize and analyze information
  - c. Planning and delivering oral presentations
  - d. Building vocabulary by recalling prior knowledge of literary selections and context clues
  - e. Constructing mechanically correct sentences
  - f. Identifying language patterns distinguish social and geographical groups, particularly terms familiar to Irish culture, history, and dialect
2. Students in *The Irish Experience* will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Interpreting figurative language in all texts
  - Relating literary work to its historical and cultural context with particular consideration to Irish history and culture
  - Assessing an author's use of language to emphasize his/her purpose
  - Analyzing and evaluate the logic and use of evidence in an author's argument
  - Analyzing elements of Irish identity as expressed through text and film
  - Interpreting and adapting scenes from literary texts in creative, student-centered activities
  - Identifying and analyzing the characteristics of genre, including satire, parody, poetry, prose, drama, short story, essay, and novel
  - Comparing and contrasting the presentation of theme or topic across genres to explain how the selection and treatment of genre shapes the message
  - Analyzing the influence of early mythic, traditional, or classical Irish literature on later literature and film

3. Students in *The Irish Experience* will meet standards 19-25 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized creative and thesis-driven essays with a clear focus, rich detail, well-developed paragraphs, and logical argumentation which employ all the rules of standard written English
  - Using effective rhetorical techniques and demonstrating an understanding of purpose, speaker, audience, and form in writing
  - Writing for a targeted audience
  - Revising writing to improve style word choice, sentence variety, and subtlety of meaning
  - Composing original, well-organized research reports
  - Engaging in a research process, synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing
  - Writing well-organized stories with an explicit or implicit theme using a variety of literary techniques
  - Writing poems using a range of forms and techniques
4. Students in *The Irish Experience* will meet standards 26-27 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
  - Synthesizing information from a variety of websites
  - Creating coherent media presentations that synthesize information from several sources
  - Identifying the aesthetic effects of a media presentation and identifying and evaluating the techniques used to create them
  - Identifying and analyzing the cultural portrayals, biases, and experiences of Irish portrayed on film

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group activities, individual and group project-based learning, media presentations, lectures, teacher and student-led discussions, and inquiry-based learning, are incorporated in this course. The teacher engages learners in student-centered activities. Students are encouraged to engage in high-level, critical thinking. Instruction focuses on the analysis and interpretation of texts in order to gain specific cultural understanding and appreciation of Irish literature, with particular focus on the late 19<sup>th</sup> through the 20<sup>th</sup> century. Daily, vibrant class discussion is central to this course. The teacher continually directs the students not only towards the understanding of the texts but also towards an understanding of the cultural and historical context in which the text was produced. The teacher incorporates questioning techniques which elicit and guide critical and independent thinking. To allow for differentiation of ability and interest level, different assignments and grouping models are employed for both in-class and long term assignments. Students also engage in independent reading outside of class; they select titles from a list of Irish authors.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as quizzes, participation in discussion, involvement in writing workshops, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program. As appropriate, assessment is differentiated to accommodate the needs of students at differing academic levels.

**Hingham High School  
Curriculum Summary  
Seniors Seminar**

*Modern Dilemmas*

**DESCRIPTIVE OVERVIEW**

The dilemmas facing our modern society deserve study, consideration, and understanding. By critically analyzing literature, film, and music, students will develop both a better understanding of the dilemmas that confront modern citizens and a deeper appreciation of the broad ramifications of these dilemmas within their own society. Authors will include Alice Walker, Tim O'Brien, Miljenko Jergovic, Semezdin Mehmedinovic, and others. Films will include *Platoon*, *The Lost Boys*, *Welcome to Sarajevo*, and others. Music will include selections that complement and accentuate the themes that we will contemplate. There will be critical, creative, and research-based writing assignments in response to the literature, films, and music.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Encourage students to deeply consider the modern dilemmas facing their generation
- Educate students about how to independently deepen their understanding of modern dilemmas through literature, film, and music
- Provide students with a rich understanding of literature and its relationship to history and culture

The **specific objectives** of this course are as follows:

1. Students will meet standard 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in whole class and student-led discussions
  - b. Working in small groups to synthesize and analyze information
  - c. Planning and delivering oral presentations
  - d. Building vocabulary by recalling prior knowledge of literary selections and context clues
  - e. Constructing mechanically correct sentences
2. Students will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Interpreting figurative language in all texts
  - Relating a literary work to its historical and cultural context
  - Assessing an author's use of language to emphasize his/her purpose
  - Analyzing and evaluating the logic and use of evidence in an author's argument
  - Analyzing elements of modern dilemmas as expressed through text and film
  - Interpreting and adapting scenes from literary texts in creative, student-centered activities
  - Identifying and analyzing the characteristics of genre, including satire, parody, poetry, prose, drama, short story, essay, and novel
  - Comparing and contrasting the presentation of theme or topic across genres to explain how the selection and treatment of genre shapes the message
3. Students will meet standards 19-25 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing well-organized creative and thesis-driven essays with a clear focus, rich detail, well-developed paragraphs, and logical argumentation which employ all the rules of standard written English
  - Using rhetorical techniques effectively in writing and demonstrating understanding of purpose, speaker, audience, and form
  - Writing for a targeted audience
  - Revising writing to improve style, word choice, sentence variety, and subtlety of meaning
  - Writing according to standard English conventions
  - Composing original, well-organized research reports

- Engaging in a research process, synthesizing information from a variety of sources
  - Using teacher-generated rubrics as a guide for self-editing
  - Writing well-organized stories with an explicit or implicit theme using a variety of literary techniques
  - Writing poems using a range of forms and techniques
4. Students will meet standards 26-27 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by
- Synthesizing information from a variety of websites
  - Creating coherent media presentations that synthesize information from several sources
  - Identifying the aesthetic effects of a media presentation and identifying and evaluating the techniques used to create them

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group activities, individual and group project-based learning, media presentations, lectures, teacher and student-led discussions, and inquiry-based learning, are incorporated in this course. The teacher engages learners in student-centered activities. Students are encouraged to engage in high-level, critical thinking. Instruction focuses on the analysis and interpretation of texts in order to gain specific understanding and appreciation of the literature associated with modern dilemmas. Daily, vibrant class discussion is central to this course. The teacher continually directs the students not only towards the understanding of the texts but also an understanding of the cultural and historical context in which the text was produced. The teacher incorporates questioning techniques which elicit and guide critical and independent thinking. To allow for differentiation of ability and interest level, different assignments and grouping models are employed for both in-class and long term assignments.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as quizzes, participation in discussion, involvement in writing workshops, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. Summative assessments, such as unit tests, mid-year and final exams, final drafts of compositions, research papers, formal presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program. As appropriate, assessment is differentiated to accommodate the needs of students at differing academic levels.

**Hingham High School**  
**Curriculum Summary**  
**Course #175 – Drama and Theater I**

**DESCRIPTIVE OVERVIEW**

This course is open to all students in grades 9-12. No prior experience in drama is required. Students develop basic acting skills such as diction, voice projection, and movement. They use improvisation to create characters and scenes. They learn how to analyze scenes and characters. They study and perform scenes and monologues drawn from a variety of plays. They also are introduced to technical aspects of theater such as stagecraft and lighting. The course outline also includes performance in a class production of a one-act play.

**GOALS and OBJECTIVES**

The **general goals** of this course are as follows:

- Teach students to analyze and create believable characters drawn from dramatic literature.
- Teach students to create original scenes and characters through improvisation.
- Teach students a basic knowledge of stagecraft and lighting.
- Teach students verbal and non-verbal communications skills that can be used in settings beyond the drama classroom.

The **specific objectives** of this course are as follows:

1. Students in this class will meet Standard I of the Massachusetts State Frameworks for the Arts in Theater and the Hingham High School expectation *to communicate effectively, to identify, analyze and solve problems, and to work independently and cooperatively with others by*
  - Creating complex and believable characters through the integration of vocal, physical, and emotional choices
  - Performing in a variety of scenes and/or plays for invited audiences
  - Demonstrating and increased ability to work effectively alone and collaboratively with a partner or in an ensemble
  - Demonstrating a high level of consistency and believability in portraying characters on stage in dramatic productions
  - Demonstrating sensitivity to audience response
2. Students in the class will meet Standard 5 of the Massachusetts State Frameworks for the Arts in Theater and the Hingham high School expectation *to identify, analyze and solve problems, and to demonstrate self respect and respect for others by*
  - Demonstrating the ability to receive and act upon coaching, feedback and constructive criticism
  - Using group generated criteria to assess their own work and the work of others

**INSTRUCTIONAL MODEL**

In this course many acting skills are introduced and practiced through a series of improvisational exercises. These exercises vary widely. Some are brief games designed to stimulate the imagination. Some, of longer duration, require students to create and sustain complex characters. All are designed to explore some aspects of theater. Improvisations and acting exercises are incorporated throughout the school year. Performance projects include monologues, scenes, and a one-act play. These projects include scenes written by the students themselves. Both improvisation and performance projects are directly integrated. For example, in preparation for their monologue project, students are asked to do a series of improvisations which focus on creating clear and strong characters. Students are then assigned a monologue from a play to memorize and perform. While the monologue is being rehearsed, students spend at least part of the time doing improvisations as their monologue character, focusing on making clear and strong character choices.

**ASSESSMENT**

Students are evaluated in two areas: their effort and willingness to participate in class, and their demonstration of competencies in each performance situation. After each performance project, students receive feedback from their peers and from the teacher. They evaluate their own performance and are evaluated by the teacher.

Students are required to do at least one major performance project per term. Students are also required to participate regularly in classroom improvisations.

A list of resources and references for this course may be found in the current edition of the *Program of Studies*.

**Hingham High School**  
**Curriculum Summary**  
**Course #176 – Drama and Theater II**

### **DESCRIPTIVE OVERVIEW**

This course is open to all students in grades 10-12 who have completed Drama and Theater I or who have the permission of the instructor. Students will expand their basic acting skills including diction, voice projection, and movement. They create characters through improvisation or based on scripted material. They analyze, rehearse, revise, and perform scenes and monologues excerpted from plays representing a variety of cultures, historical periods, and theatrical styles. They also write and produce their own scenes. The course outline includes: performance of a scene from dramatic literature; performance of a monologue, improvisation; and performance in a class production of a one-act play.

### **GOALS and OBJECTIVES**

The **general goals** of this course are as follows:

- Teach students to analyze and create believable characters drawn from dramatic literature.
- Teach students how to bring a scene or monologue through the phases of analysis, rehearsal, revision, and performance.
- Teach students to create original scenes and characters through improvisation.
- Teach students verbal and non-verbal communications skills that can be used in settings beyond the drama classroom.

The **specific objectives** of this course are as follows:

1. Students in this class will meet Standard I of the Massachusetts State Frameworks for the Arts in Theater and the Hingham High School expectation *to communicate effectively, to identify, analyze and solve problems, and to work independently and cooperatively with others by*
  - Creating complex and believable characters through the integration of vocal, physical, and emotional choices
  - Performing in a variety of scenes and/or plays for invited audiences
  - Demonstrating and increased ability to work effectively alone and collaboratively with a partner or in an ensemble
  - Demonstrating a high level of consistency and believability in portraying characters on stage in dramatic productions
  - Demonstrating sensitivity to audience response
2. Students in the class will meet Standard 5 of the Massachusetts State Frameworks for the Arts in Theater and the Hingham high School expectation *to identify, analyze and solve problems, and to demonstrate self respect and respect for others by*
  - Demonstrating the ability to receive and act upon coaching, feedback and constructive criticism  
Using group generated criteria to assess their own work and the work of others

### **INSTRUCTIONAL MODEL**

This course continues the approaches to drama and theater established in Drama and Theater I. Improvisation is emphasized as a tool in creating characters and in developing acting skills. Instructional strategies enhance the skills and broaden the information that students learned in Drama and Theater I where they gained a basic knowledge of stagecraft. Course materials expand to include scenes from a variety of cultures and historical periods. Classroom performances provide rich opportunities for student learning.

### **ASSESSMENT**

As is the case with Drama and Theater I, students are evaluated in two areas: their effort and willingness to participate in class, and their demonstration of competencies in classroom performances or design situations. After each performance or design project, students receive feedback from their peers and from the teacher. Students evaluate their own performance as well. Students are required to do at least one major performance per term and to participate regularly in classroom improvisations.

A list of resources and references for this course may be found in the current edition of the *Program of Studies*.



**Hingham High School**  
**Curriculum Summary**  
**Course #183 – Creative Writing**

**DESCRIPTIVE OVERVIEW**

In this unlevelled multi-grade elective course, 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.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Study, critique, and explore varying styles of prose and poetry
- Improve the quality of writing through skill-based workshops
- Analyze and experiment with the use of several different literary techniques
- Become skilled at editing, evaluating, and critiquing our own and others' work
- Publish and circulate the Outer Limits
- Maintain a daily journal

The **specific objectives** of this course are as follows:

5. Students in Creative Writing will meet standards 1-6 of the Massachusetts State Framework **language strand** and the Hingham High School expectation to *communicate effectively* by
  - a. Engaging in whole class and student-led discussions
  - b. Working in small groups to synthesize information
  - c. Planning and delivering oral presentations
  - d. Building vocabulary through recalling prior knowledge of literature selections
  - e. Constructing mechanically correct sentences
  - f. Identifying and exploring the differences between many types of poems
  - g. Understanding the differences between drama, short stories, and vignettes
6. Students in Creative Writing will meet standards 7-18 of the Massachusetts State Framework **reading and literature strand** and the Hingham High School expectations to *read purposefully* and *identify, analyze, and solve problems* by
  - Identifying the speaker, occasion, and purpose of every poem
  - Appreciating why certain forms of poetry were used over others
  - Analyzing point of view and tone in both poetry and prose
  - Assessing an author's use of language, especially the application of literary techniques, to emphasize his purpose
  - Discovering the intrinsic differences in style and purpose of all types of creative writing
7. Students in Creative Writing will meet standards 19-26 of the Massachusetts State Framework **composition strand** and the Hingham High School expectation to *write effectively* by
  - Writing ten different forms of poetry in a personal project
  - Creating an original play
  - Creating an original collection of vignettes
  - Creating an original children's book
  - Creating an original short story
  - Writing for a targeted audience
  - Improving organization, development, and expression through revision
  - Writing according to standard English conventions
  - Using teacher-generated rubrics as a guide for self and peer -editing
8. Students in Creative Writing will meet standards 27-28 of the Massachusetts State Framework **media strand** and the Hingham High School expectation to *communicate effectively* by

- Listening to traditional and untraditional musical ballads and lyrics and comparing them to written poems
- Using PageMaker, InDesign, and Photoshop softwares to create, revise, produce, and publish the Outer Limits
- Learning to compile, compress, and archive the magazine into zip files and uploading them into our publisher's website

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Various teaching strategies, including cooperative group and project-based learning, media presentations, lectures, and teacher and student-led discussions are incorporated in this course. Most activities are student-centered as students create individual work. Students receive instruction in the analysis and interpretation of poems and prose of varying styles and authors and apply those styles to their own work. The teacher incorporates questioning techniques which elicit and guide critical and independent thinking. The application of literary devices are modeled and revised during writing workshops. During workshops students also receive instruction in self and peer editing. Through many varied assignments, students have frequent opportunities to express themselves creatively with the school and the community.

### **ASSESSMENT**

Student achievement in reading comprehension and critical thinking is measured through frequent reading evaluations which include oral and written responses. Students are also graded on individually assigned poems and projects. All writing is graded according to specific rubrics.