



HINGHAM PUBLIC SCHOOLS
Social Studies Department
Program Review

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SOCIAL STUDIES PROGRAM REVIEW

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TABLE OF CONTENTS

Introduction.....	2
Elementary Program.....	4
Secondary Program.....	6
Major Changes Since Last Review.....	8
Program Strengths.....	13
Program Concerns.....	18
Future Directions.....	21
Conclusion.....	22

APPENDICES

A. Promoting Social Studies K-5.....	24
B. Secondary Social Studies Staff.....	26
C. Social Studies Staff Activities.....	28
D. Textbooks.....	31
E. AP History Exam Data.....	32
F. SAT II History Subject Test Data.....	36
G. Guidelines for Recommendations.....	38
H. Sample Curriculum Guide: Grade 3.....	39
I. Sample Curriculum Guide: Grade 11(2).....	42

INTRODUCTION

The overarching goal of the Hingham Public Schools Social Studies program is best summarized by the core concept of the original Massachusetts History and Social Science Curriculum Framework:

“The goal of a history and social science curriculum is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues; and to avail themselves of historical and cultural resources—historic sites, museums, parks, libraries, multimedia information sources— wherever they may live or travel” (p. 7).

The Social Studies program was last reviewed in 2013. The elementary, middle school, and high school curricula are aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for English Language for Arts and Literacy (2011). The department takes a balanced approach to content and skills. Research, document analysis, essay writing, and oral communication skills are integrated into meaningful instruction and authentic assessments that tie into the essential themes of the various disciplines. Students must be able to use writing to construct and support claims and opinions, demonstrating an understanding of the content while analyzing historical events. By reading texts in history and the social sciences, students build a foundation of knowledge that will give them the background to be better readers in all content areas. The Social Studies program is an important component in building a solid foundation for college and career readiness, as well as for civic life.

The Social Studies program follows a K-5, 6-8, and 9-12 grade-level structure. Curriculum guides outline specific content and essential questions for each grade level and course. Brief curriculum summaries (overviews with goals and objectives) are also available and were last updated in the spring of 2016. Additionally, the Hingham Social Studies Department has always felt a strong responsibility to weave social responsibility and local history into the curriculum, seen especially in the integration of Hingham history into the 3rd, 5th, 8th, and 11th grades.

In addition to its alignment with the state frameworks, the curriculum was designed to achieve the following goals and objectives of the Hingham Social Studies Department:

- High expectations and equal access to curriculum opportunities for all students with an emphasis on essential questions and themes
- Integration of geography, economics, and other social sciences into the study of history
- Sound historical reasoning incorporating the evaluation of sources, construction of causal relationships, balanced interpretations, and comparative analysis
- Civics education through the study of history and government, and the integration of current events, the democratic process, and shared civic values
- An emphasis on the interaction and connections between civilizations that have created an interdependent, global community

- Standards that reflect the ability of children from the earliest grades to learn the meaning of history and the methods of historians
- Utilization of a variety of historical evidence, including written documents, oral traditions, quantitative data, artifacts, art, and music
- Teachers that are knowledgeable and adept in a wide repertoire of teaching techniques in order to meet the range of student learning styles and needs

The sequence of the Hingham Public Schools K-12 social studies curriculum is as follows:

<u>Grade</u>	<u>Topics/Course</u>
K	Living, Learning and Working Together
1	Grow and Change
2	Making a Difference
3	Massachusetts History and Geography
4	North American Geography
5	Early United States History and Government
6	Ancient Civilizations
7	World Geography and Cultures
8	United States History to 1877
9	World History I
10	World History II
11	United States History
12	Electives in History and Social Sciences <ul style="list-style-type: none"> • A.P. European History • American Political System • Economics • Holocaust & Human Behavior • International Affairs • Internship at the Hingham Historical Society • Psychology • Seminar in History • Sociology

ELEMENTARY PROGRAM

Aligned with the Massachusetts History and Social Science Curriculum Framework (2003), the elementary social studies program begins at the personal level and gradually looks outward. The K-2 curriculum fosters students' understanding of home, neighborhood, and community. Exposure to folk tales, holidays, and national symbols develops a student's early "civic identity." Social studies in Grades 3-5 becomes increasingly academic. The 3rd grade focuses on Massachusetts geography and early history. The 4th grade curriculum involves North American geography and a unit on ancient China. The 5th grade culminates with an exploration of early American history and government.

The elementary social studies program is especially aligned with and supportive of the Massachusetts Curriculum Framework for English Language for Arts and Literacy (2011). Fiction and informational picture and trade books are widely used to enhance student interest in reading and to simultaneously develop literacy and social studies skills, including geography, economics, history, and government/civics.

Instruction and Assessment

K-5 classrooms are heterogeneously grouped, but differentiation occurs to meet the needs of the wide range of student abilities and achievement levels that typically exist. Because of the variation in reading levels and learning styles, lessons are presented in various forms, and teachers use a variety of techniques to meet the needs of all students in their classrooms. Many social studies activities and projects are hands-on and collaborative. Response to Intervention (RTI) and supplemental reading may be done at appropriate levels for enrichment, as well as for remediation. By integrating language arts and writing across the curriculum, assignments can be further tailored to meet this variety of needs. Assessments at the elementary level are administered by the classroom teacher and take both traditional and project-based formats. Students experiencing difficulty in social studies may be identified through classroom assessments, standardized tests, and teacher observation. As needed, differentiated assignments and supplemental resources may be used.

Implementation

Implementation revolves around teacher knowledge of the state frameworks and local curriculum guides and maps, and building principals can utilize these documents when observing teachers and assessing the degree of coverage and implementation of curriculum. The classroom teacher provides instruction, although there may be some sharing of instructional responsibilities. For example, in some schools and grades, specific teachers specialize in various disciplines, and one teacher may be responsible for teaching social studies to more than one class.

A K-5 Social Studies Committee comprised of representatives from each school, along with the K-12 Director, meet monthly throughout the year. Staff concerns and educational issues can be effectively communicated through this committee. Finally, assistant principals help with the distribution of supplies and materials.

Resources

The K-5 social studies curriculum relies on a mix of traditional textbooks, picture and trade books, the *Journeys* literacy program, and teacher-developed materials. Grades K-1 do not use a formal social studies textbook or program; while Grades 2-5 all have access to a primary social studies textbook, this primary text is just one resource that teachers may use. (This is the same approach at the secondary level.) A full K-5 inventory of major social studies texts, trade books, maps, and globes has been completed over the past two years, and a systematic, equitable updating of these resources is underway.

In addition, various field trip experiences and special events complement the teaching of social studies (see Appendix A). Hingham Education Foundation (HEF) and PTO grants have been particularly helpful in funding special speakers and programs, and their involvement has made a critical and positive impact on the social studies curriculum and its implementation.

Role of the Elementary Teacher

Elementary classroom teachers are expected to:

1. Be familiar with overall curriculum goals, grade-level objectives, state frameworks, and general program requirements
2. Implement grade-level objectives as specified in the curriculum guide
3. Provide differentiated instruction as needed to address the range of skill and ability levels in the classroom
4. Develop relevant assessments that can be used to support student grades that are appropriate to the state frameworks
5. Contribute input about the curriculum and its implementation, and share concerns through the K-5 Social Studies Committee
6. Consult as needed with the Director of Social Studies relative to questions about curriculum, concerns about its implementation, and suggestions about individual students
7. Integrate purposeful expository and persuasive writing into social studies curriculum

SECONDARY PROGRAM

The middle and high school curricula are aligned with the Massachusetts History and Social Science Curriculum Framework (2003), as well as the Massachusetts Curriculum Framework for English Language for Arts and Literacy (2011). Grades 6-12 provide six required, full-year courses plus several high school elective courses and three A.P. offerings. Leveling begins in Grade 7, when students take courses designated as advanced, upper standard, and standard. Assessment at the secondary level is varied and includes structured writing on papers and exams, as well as student-centered projects.

Middle School

Grade 6 Ancient Civilizations is heterogeneously grouped and emphasizes key themes (geography; rise and fall of civilizations; political, economic, and social characteristics and legacies) as they relate to the following civilizations: Early Humans, Mesopotamia, Egypt, India, China, Greece and Rome. The curriculum places a major emphasis on the diversity and multicultural contributions and connections of these early civilizations.

Grade 7 World Geography focuses on basic map and globe skills and studies the physical, cultural, economic, and social characteristics of major world regions. Initially, students examine the physical makeup of the earth as a planet, its climate, ecosystems, and resources. Students also analyze land-use patterns, populations, urban growth, and political boundaries. Special emphasis is placed on the interrelationships between geography and the historical, economic, political, religious, and cultural developments of the various regions. This study is in the context of the Five Themes of Geography. The World Tour (Levels 3 and 4) and World Conflict (Level 2) research projects demonstrate the skills developed during the year.

Grade 8 U.S. History focuses on the development of the political, economic, and social institutions from colonial America to the Civil War/Reconstruction period (1861-1877). Political emphasis is on the Revolutionary War period, the formation of a new nation, the Age of Jackson, and the rise of the Civil War. A major emphasis is also placed on the Constitution and the American political system. The social/economic focus is on the early industrial development, the great migrations from Europe, and the emerging of three distinct regions (West, North, and South.) Students continue to develop research and writing skills, culminating in a formal research paper.

High School

Three years of social studies are required in grades 9-12, but approximately 85% of all 12th graders take at least one social studies elective during their senior year. Fifteen credits in social studies is a graduation requirement, and U.S. History is a state mandate. Courses are leveled as A.P., honors, college prep, and standard. However, students have the flexibility to change their levels, as all students are encouraged to work to their maximum ability and desire.

The high school course sequence reflects a long-standing philosophy of the department, as well as Hingham High School's emphasis on 21st century goals and initiatives: It is vital for students

in the 21st century to have a firm understanding of the world in which they live. While most high schools include two years of U.S. history, HHS offers two years of world history in Grades 9 and 10. U.S. History is integrated into world history where pertinent; the required U.S. History course is then offered in Grade 11. The interdisciplinary nature of the social studies is highlighted by their complementary curricula with English programs in Grades 9 and 10 world literature, and in Grade 11 American literature.

Three Advanced Placement courses are offered at the high school: World History (Grade 10), United States History (Grade 11), and European History (Grade 12). Since taking the equivalent of a college-level course can be particularly challenging for 10th graders, students enrolling in A.P. World History must receive approval by the department director. On the other hand, A.P. European History is an open-enrollment elective to any 12th grader who wishes to experience college-level rigor during senior year. Taking the A.P. exam in May is a requirement for all A.P. students.

Student interest in social studies electives is extremely high, as enrollment figures indicate. Elective courses, which afford students opportunities to pursue further study in history and the social sciences, are designed primarily for seniors and those juniors who have room in their schedules. Elective courses, with the exception of A.P. European History, are semester courses and heterogeneously grouped. American Political System, Economics, International Affairs, Psychology, Sociology, and the Senior Seminar in History all allow social studies educators to teach in-depth, relevant, and contemporary courses that introduce students to disciplines that they may wish to pursue in college. All electives allow the students who take these courses to develop the civic and citizenship skills necessary in a democratic society.

MAJOR CHANGES SINCE LAST REVIEW

Increased Focus on Elementary Social Studies

Based on feedback from elementary teachers and administrators, greater attention has been paid to K-5 social studies during the past two years. The K-5 Social Studies Committee has met monthly, and early release days have included social studies in-service for Grades 1, 3 and 5. Social Studies curriculum maps, including suggested pacing, activities, and resources, have been developed for K-5. Digital, interactive versions of these maps have been housed on a shared Google Drive folder so that elementary teachers district-wide have access to these materials. For example, new Grade 5 units on U.S. government and the presidential election were developed during the summer of 2016 and hyperlinked into these digital curriculum maps so that teachers could use them for instruction prior to and during the 2016 presidential election. These “living documents” will continue to be enhanced over time. In addition, as noted above, a full inventory of major K-5 social studies texts, trade books, maps, and globes has been completed over the past two years, and a systematic, equitable updating of these resources is underway. For example, all Grade 5 teachers now have online access to the digital program that accompanies the *History Alive!* text. Finally, the K-5 Social Studies Committee has begun to explore and pilot new texts and materials that are more engaging, student-centered, and technologically up-to-date.

Secondary Curriculum Updates

These updates involve high school electives, as well as some curriculum changes in pre-existing courses. The 2013 Program Review referenced two high school electives that, due to insufficient staffing, had not been able to be offered during the prior four years. Thankfully, due to the improved economic climate and subsequent staffing restorations, these two electives—International Affairs and the Seminar in History—are once again running. One section of International Affairs was offered during the 2013-2014 school year, and it has since grown to two sections. This year, two sections of the Seminar in History are running. The seminar course is offered to seniors as an in-depth exploration of a specific topic in history. This year’s topic is World War II, including Hingham’s role in this conflict. During the 2017-2018 school year, seniors may choose to take the World War II seminar and/or another new seminar titled, “20th Century American History Through Pop Culture.”

In addition, two additional social studies electives are being offered in the 2017-2018 Program of Studies. One is a semester course called “Holocaust & Human Behavior.” Based on curriculum from the internationally recognized organization Facing History and Ourselves, this course offers an in-depth study of the genocide of Jews and other targeted groups by the Nazi regime. Through this investigation, students will uncover lessons on human behavior regarding issues such as identity, bias, stereotyping, racism, and antisemitism.

The other offering is a unique opportunity: “Internship at the Hingham Historical Society.” Interns will work under the supervision of a member of the HHS Social Studies Department and the staff of the Hingham Historical Society. Projects may include working with historical documents and artifacts, writing newsletter articles, or managing social media accounts. The interests of the students and the needs of the Society will shape the exact work of the internship.

at the time. The internship is an excellent opportunity for hands-on, real-world experience for students interested in fields such as history, journalism, technology, marketing, and library sciences. This is an exciting new partnership with a valuable community resource.

In addition to these elective changes, another update involves Grade 8 U.S. History to 1877. For the past three years, the Grade 8 team has changed the research paper assignment into a collaboratively taught, stand-alone unit. This unit is comprised of several lessons in which all three classes during a block meet in the HMS Distance Learning Theatre and/or LMC to receive instruction and feedback from all three teachers. The Grade 8 teachers have made several updates and improvements to the project, especially regarding thesis writing and providing support to students with disabilities. With a mix of direct instruction, individual feedback, and several scaffolded checkpoints, this approach helps middle school students accomplish a high-level task. This new research paper unit demonstrates outstanding professional collaboration between HMS social studies teachers, special education teachers, and librarians. In addition, it effectively leverages the collaborative spaces and the 1:1 environment afforded by the new Hingham Middle School building.

Finally, curriculum changes are being piloted this year in several Grade 9 World History I classes. The overarching goal of the curriculum revision is to create a more chronological approach (as opposed to the previous geographical approach) that allows students to make connections between global civilizations. Simultaneously, the curriculum is being constructed to further incorporate current trends in world history pedagogy (and social studies in general), including the analysis and evaluation of primary sources, causality and chronology, patterns of periodization, and evidence-based historical writing. These approaches will not only allow students to more actively and authentically do the actual work of historians, but they will also further develop students' reading, writing, and critical thinking skills, as well as prepare them for the new application-based assessments being developed by the College Board A.P. courses, SAT, and Next-Generation MCAS.

Texts, Resources, and Technology

Several textbook updates have been completed since the last review. Digital resources accompany these texts, which include the following titles:

- Grade 5: *History Alive: America's Past*
- Grade 11: *The American Pageant* (L2); *The Americans* (L3)
- Grade 12 A.P. European History: *The Western Heritage*

In addition, the following materials and texts are currently being piloted:

- Grades K-2, 4: *Social Studies Alive*
- Grade 7: *Discovering World Geography*

As noted above, a full inventory of major K-5 social studies texts, trade books, maps, and globes has been completed, and a systematic, equitable updating of these resources is underway. Additional copies of major trade books and picture books have been purchased to ensure equitable access across all four elementary schools. Finally, thanks to a grant from the HEF, one Chromebook cart was purchased for the social studies department in 2014, and a second cart will be added through the HPS technology budget for the 2017-2018 school year.

Vertical Articulation Focus on Writing Expectations and Skills

During the 2016-2017 school year, department-based professional development and department meetings have been focusing on reviewing and updating secondary-level expectations for writing in the social studies. This includes Document-Based Question (DBQ) essays, as well as the formal research paper. Working in collaborative 6-12 groups, department members have been revising policy documents on these touchstone assignments. Once these draft documents have been finalized, the focus in subsequent school years will shift to instruction and best practices regarding these crucial writing skills.

Social Studies-Related Enrichment

In addition to the many social studies-related extracurricular and enrichment opportunities in the HPS, a few additional programs have been added during the past four years. At Hingham Middle School, the HMS History Hunters is a club that takes students on history-related outings, such as a recent trip to view the Oscar-nominated film, *Hidden Figures*. In addition, Grade 7 has instituted participation in the annual National Geographic Bee for all students. The top ten performers then compete in a school-based “GeoBee,” the winner of which completes a written exam to qualify for the state and national levels. In Grade 8, teachers and students have run mock primary and presidential elections for the entire Hingham Middle School. Finally, the Grade 8 class trip to Washington, D.C. this spring is the latest example of the HMS social studies department’s commitment to an engaging, participatory program. At Hingham High School, a mock trial team was formed in 2013 under the advisement of a social studies teacher and local attorneys. And at both middle and high schools, PTO mini-grants have allowed the social studies department to fund enrichment programs from “Historia Antiqua,” a South Shore-based organization that specializes in interactive presentations on ancient Egyptian, Greek, and Roman art and culture.

Finally, A.P. United States History classes revitalized their participation in the National History Day Contest, which, as explained by the National History Day organization, “encourages more than half a million students around the world to conduct historical research on a topic of their choice. Students enter these projects at the local and affiliate levels, with top students advancing to the National Contest at the University of Maryland at College Park.” In the past two years, HHS students have competed by submitting their original research projects in the form of not only traditional papers, but also via documentaries and performances. Hingham High School students have had outstanding success during these two years, with many students advancing to the state finals, and one student competing at the national level.

Community Service

This year Hingham High School has instituted a new community service model for 12th grade students that is intended to be more meaningful and equitable for HHS students. Previously, all senior students taking at least one social studies elective were required to complete 15 hours of community service. While this component was needed when it was instituted in the early 1990s, the Social Studies Department believed that this model had become outdated, as the vast majority of students were already meeting the requirement via community service work with sports teams, extracurricular clubs, travel programs, and/or community-based organizations. Furthermore, those students who had not previously engaged in community service elsewhere might not have done so due to limited family resources.

At a social studies department meeting last year, the decision was therefore made to try a school-based day of community service for the entire senior class. A few social studies educators incorporated this idea into the HHS Climate Committee, which is comprised of students, teachers, administrators, parents, and community members. The inaugural “Harbormen Helping Hingham” community service event is slated for Thursday, April 13, 2017, and members of the senior class will be performing service for local organizations. In addition to being an excellent “class bonding” activity, this event will likely provide more personal meaning to the senior class, who will be collectively giving back to the community that has sustained them for 18 years. It should serve as a powerful culminating activity that exemplifies the HPS core beliefs of “civic responsibility” and “service to others.”

District Determined Measures (DDMs)

As required by the new educator evaluation process, HPS educators created a variety of “district determined measures,” assessments that are used to calculate student growth. Through department meetings and professional development time, DDMs were created for K-12 social studies. These include a mix of pre/post tests and skill- and performance-based assessments.

Staffing

The improved economic climate over recent years has allowed the Social Studies Department to restore previously cut staff and elective courses. This restoration includes the two electives noted above. Furthermore, additional sections of popular elective courses, such as Psychology, were able to run, thereby fulfilling many more student course requests. In general, class size averages have improved since the height of the recession; that said, social studies class sizes are still higher than any of the other “core” subject areas, and they have not yet rebounded to pre-recession levels. Many sections at the middle and high schools still have enrollments of 25 or more students. In addition, all nine full-time HMS social studies teachers carry student loads of 114-122, and seven of HHS’ ten full-time social studies teachers carry student loads of 110-123 (see “Program Concerns” below).

Course Configurations

In recent years, two adjustments have been made to the system of leveling in the social studies department. At the middle and high schools, Level 4 students have generally been integrated into Level 3 classes, rather than placed in a separate Level 4 section. While this has partially been due to staffing limitations, it more so reflects the philosophy of the department. The integration of Level 3 and 4 sections has overall been a positive development regarding both the academic and social-emotional experiences of our students. While the needs of particular cohorts of students could again dictate separate Level 4 sections in the future, during the current school year, there are no separate Level 4 social studies classes in Grades 7-12.

In addition, although the Social Studies and English departments continue to offer Grade 9 Humanities and Grade 11 American Studies, these courses are no longer team-taught at the honors level. The addition of A.P. courses, as well as scheduling and staffing limitations, were the driving forces behind this change.

Business Department

Beginning in the 2012-2013 school year, the supervision of the business department was placed under the Director of Social Studies. One HHS educator teaches a mix of social studies and business courses, and one full-time educator teaches business courses. These teachers, in collaboration with the Director of Social Studies, are working to grow the business department, reflecting a belief that business education is vital to the 21st century. This belief was reflected in bringing the first “Credit for Life” fair to HHS in February 2017. Furthermore, next school year all business courses will be open to sophomore students, and a new “Introduction to Business” course will also be open to freshmen. In addition to this new survey course, two other new electives are included in the 2017-2018 Program of Studies: “Sports Marketing & Entertainment” and “A Walk Down Wall Street: Fundamentals of Investing.” Finally, since it is no longer a graduation requirement, the “Computer Applications” course is being redesigned and modernized as “Digital Literacy.”

Social Studies Website

During the past two years, the social studies page on the HPS website has been revised and regularly updated to be more dynamic and informative. Additional subpages were added, including “Social Studies Department in the News” and “Contests, Awards and Opportunities for Students.”

Updated Curriculum Summaries

As noted above, all K-12 social studies curriculum summaries were updated by June 2016, and these were added to the new social studies website.

Change in Leadership

After serving as Director of Social Studies since 1993, Mr. James Kirkcaldy retired from that position in June 2015. Prior to assuming that role in July 2015, Mr. Andrew Hoey was a member of the HPS social studies department from 2006 to 2013 and served as the Grades 6-12 Social Studies Subject Supervisor for the Duxbury Public Schools from 2013 to 2015.

PROGRAM STRENGTHS

Support of Hingham Mission Statements and Expectations for Student Learning

The Hingham Social Studies Department directly supports the fulfillment of several key parts of the district's mission. The HPS mission seeks to "enabl[e] all students to develop the knowledge and skills necessary for success as local and global citizens," and the HHS mission is to "graduate students with the academic, civic, social, and personal skills necessary to become productive, responsible members of a democratic and ever-changing global society." With direct instruction on American civics, government, and history, as well as diverse, global cultures, the social studies curriculum plays a vital role in the achievement of these missions. The study of historical decisions and trends promotes "character education," as students are challenged to wrestle with their own ideas of morals, justice, and leadership. And in today's global society, history courses promote the appreciation for diverse cultures and the interconnectedness of all the planet's peoples.

Moreover, the social studies curriculum fosters Hingham High School's Expectations for Student Learning. In addition to the focus on reading, writing, communication, and the synthesis and evaluation of information, the Social Studies Department promotes all seven of these academic and civic expectations. Demonstrating "self respect and respect for others," working "both independently and cooperatively with others," and "fulfill[ing] their responsibilities and exercis[ing] their rights as members of local and global communities" are hallmarks of HHS social studies courses. Finally, department-sponsored clubs and programs, such as the Debate Team, Mock Trial, and Model United Nations, also cultivate these goals and learning expectations.

Emphasis on Critical Thinking

For many years the social studies department has emphasized critical thinking through its key components of essential questions, student-centered pedagogy, and authentic assessments. Essential questions drive the curriculum for each course; these essential questions promote inquiry and help students uncover enduring and transferable understandings about the course content and the world around them. This approach lends itself to a theme-driven curriculum in which the textbook is only one source of information used to help students actively work with historical content; the textbook does not dictate the curriculum.

Essential questions also promote the development of critical thinking. Teachers use a variety of student-centered pedagogical approaches that challenge students to research, analyze, discuss, and evaluate history and the social sciences. Instructional approaches include primary source document analysis, student-led discussions, simulations, performances, and cooperative learning. These instructional practices reflect not only current research in teaching and learning, but also the philosophy, standards, and practices advocated by many leading educational theories and approaches, such as "multiple intelligences" and "Understanding by Design."

Finally, the social studies curriculum features authentic assessments that reflect student knowledge and a variety of learning styles. Document-Based Question (DBQ) essays and other written assessments are a regular feature of the curriculum, as essential questions demand analytical and evidence-based answers. Teachers also utilize a wide range of performance-based

assessments, such as debates, projects, media productions, and skits, all of which go to the heart of “essential learning.”

Commitment to Writing and Support of Literacy

Writing and literacy have long been major strengths of the Hingham Public Schools, and the social studies curriculum is a major factor in this success. As noted above, because the Hingham social studies curriculum goes far beyond the rote memorization of names and dates, students must regularly write to analyze and explain historical content and social science concepts.

This process begins at the elementary level, where social studies are often successfully integrated into literacy activities and assignments. Social studies content, including that of picture books, trade books, and novels, is often the focal point of reading and writing assignments. Indeed, social studies integration into the *Journeys* literacy program was the topic of one elementary in-service workshop this school year.

Writing—both formal and informal—is a hallmark of Hingham’s secondary social studies classes. The Document-Based Question (DBQ) essay and the formal Research Paper project are the two quintessential formal writing assignments in the social studies: both require students to simultaneously engage in the full array of historical thinking skills: analyzing and interpreting sources, explaining causation and contextualization, and crafting and supporting an argument with evidence. These thesis-driven writing assignments complement and support students’ work in their English Language Arts (ELA) classes and performance on MCAS, SAT, and A.P. tests. In addition to these two formal pieces, social studies writing takes a variety of other forms, such as position papers, reflections, summaries of reading, debates, AP and MCAS-style open-responses, identifications, creative RAFT assignments, journal entries, projects, and open-ended exam questions.

Furthermore, a true strength of Hingham’s social studies program is that social studies educators actively and effectively *teach* writing, rather than simply assign writing. For many years, Hingham social studies teachers have used the same writing terminology used by their colleagues in the English department (e.g. MI, DIs, DDs). This provides a clearer experience for students and helps them to recognize the characteristics of quality writing across disciplines. Students often compose multiple drafts and receive teacher feedback along the way. This active instruction in writing is an uncommon trait of social studies programs and one to be celebrated in the HPS.

In addition, there is a clear connection between social studies and the “College and Career Readiness Anchor Standards” for reading and writing, as outlined in the Massachusetts Curriculum Framework for English Language Arts and Literacy (2011)—especially their focus on “informational texts.” Social studies instruction regularly and explicitly deals with these key literacy skills, such as:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Assess how point of view or purpose shapes the content and style of a text
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

In short, Hingham’s high-quality social studies program ensures that students receive regular practice and development in their reading and writing skills.

Professional Competence and Involvement of Staff

While the social studies curriculum is indeed robust, it is only as effective as the educators who teach it. One of the strongest elements in the social studies program is the high quality of teachers in the department. The HPS has hired and retained outstanding social studies educators. They promote high standards for their students—and for themselves and each other. And as noted above, their commitment and skill in writing instruction and assessment greatly benefits Hingham students' success.

In addition to the normal professional expectations of the staff, department members have always been willing to put in extra efforts in a variety of ways. They regularly spearhead curriculum enrichment projects, such as mock elections, field trips (including to Washington, D.C.) and National History Day competitions. Social studies teachers are involved in numerous professional workshops, conferences, and meetings – not only as participants, but also as presenters. It is also clearly evident that the social studies staff is highly involved in numerous teams and extra-curricular clubs. They are well represented as coaches, advisers, and chaperones, and they play a major part in the out-of-class experiences of our students at both the middle and high school (see Appendix C). They also volunteer their time in offering extra help and in writing many thorough college letters of recommendation for students. Most impressive is the collegiality they exhibit, as they freely share with one another their knowledge, skills, lessons, activities, and best practices. This benefits all of Hingham's students. The department-based common planning period at the high school is a vital component of this collaborative spirit.

Promotion of Global Understanding

Hingham's social studies program has always had a strong commitment to global history, with an emphasis on non-Western culture. While over the years many Massachusetts school systems have reduced or cut world history due to MCAS concerns, Hingham's emphasis on world history throughout the K-12 curriculum supports the HPS focus on global education for the 21st century. This international approach also gives balance to the curriculum, as students need to appreciate, comprehend, and make connections between global cultures, as well as foster a healthy respect for diversity. The K-1 "Holidays Around the World" program, the 4th grade unit on ancient China, the 6th grade study of ancient civilizations, the 7th grade World Geography course, and the two-year study of world history at the high school all exemplify this commitment to ensuring Hingham's students are equipped for the global age in which they live. It is the philosophy of the department that "9/11" has made world history more important than ever; understanding today's world requires the study of global interdependency and the roots of contemporary issues.

Coordination and Balance of the K-12 Program

The K-12 curriculum coordination is a major strength, as is the balance between European, American, and non-Western studies. These qualities give the Hingham Social Studies program a continuity that is lacking in most other school districts. The coordination of the K-12 curriculum is, in large measure, due to having the K-12 department director structure that allows for periodic revisions of the curriculum through vertical and horizontal collaboration among teachers. This is unusual on the South Shore, where most department chairs are not responsible for the elementary—nor often the middle school—curricula. This coordination and balance are also due to the social studies staff, whose dedication and professionalism are exemplified by the successful work carried out by our district-wide elementary social studies committee and the various vertical/horizontal curriculum workshops at the secondary level.

Student Achievement & Advanced Placement Scores

Success of students, the level of participation in elective courses and activities, student grades, and A.P. test results reflect a successful social studies program. A.P. scores in World History, U.S. History and European History are outstanding and far above state and national averages (see Appendix E). Based on discussions with other department heads on the South Shore, scores in these three A.P. offerings are consistently among the highest in the area. This is a testament to the work of the students and their A.P. teachers, but also to the entire social studies staff, which works with all students in Grades 6-12 on the historical thinking skills and assignment types (such as the DBQ) demanded by the A.P. curricula. This success is further enhanced by the large number of students who sign up for A.P. courses and by the wide range of student abilities reflected in the enrollment. Success in National History Day competitions also reflects a degree of excellence. Since its initial participation in 1985, Hingham's students have dominated National History Day competitions at the regional and state levels and often have been selected to compete at the national level.

Integration of Technology

Hingham social studies teachers are at the forefront of many of the technological changes of recent years. With the introduction of iPads and Chromebooks at the elementary level, the 1:1 Chromebook initiative at the new Hingham Middle School, Chromebook carts at the high school, and even students' personal devices, the integration of technology is a regular occurrence in social studies instruction.

There continues to be a close relationship between the library and technology staff and the social studies department for many projects in all courses. With the help of the library and technology staff, class time is devoted to research and digital products. In addition to formal research papers, ready access to technology allows students to engage in more informal, "in-the-moment" research for in-class activities and projects. Students regularly collaborate via the HPS Google Apps for Education (GAFE) suite. Teachers and students utilize other Web 2.0 tools, such as Kahoot, Poll Everywhere, and Quizlet. Many social studies teachers use class websites and learning management systems (LMSs) such as Google Classroom, Schoology, and Edmodo to engage students beyond the regular school day and to provide "24/7" access to course materials for students and parents.

Another technological innovation is the growing use of online textbooks and other digital ancillary materials. Several textbook programs offer digital components that, in addition to providing an online version of the text, allow students to listen to the text, create digital notes and flashcards, and play online review games.

Community Connections

The nature of social studies lends itself to unique learning opportunities to develop community ties that enrich students and adults alike. Students at a variety of grades take field trips to local historical sites, such Old Ship Church and the Old Ordinary.

The social studies department also has firm ties with the Hingham Historical Society. Several K-12 teachers, thanks to an HEF grant, created curriculum-based activities for the new Hingham Heritage Museum. In addition, HMS participates in the Lincoln Day Essay Contest. The entire 8th grade writes essays responding to a Lincoln quotation. Essays are judged by members of the

Lincoln Day Committee or the Hingham Historical Society, and the winners are honored at the annual Lincoln Day Ceremony in February. The aforementioned Internship at the Historical Society is the latest—and especially exciting—partnership with this invaluable local organization.

In addition, as noted above and elsewhere in this report, the social studies program has benefited from the generosity of grants from the Hingham Education Foundation and the various school PTOs.

Finally, one of the most rewarding community connections has been with Hingham's veterans. Hingham's elementary schools have several veteran-themed activities, such as assemblies for Veterans and Memorial Days and collections for troops abroad. Every spring, Grade 10 World History II classes walk to the G.A.R. Hall and learn about Hingham's role in past wars. The most important part of the trip is hearing from the veterans who share their experiences serving their country. Students then write letters of thanks to these veterans. The rich historical and community resources in the town of Hingham is a major asset to the social studies program.

PROGRAM CONCERNS

Sufficient Staffing

As noted above, while class size averages have generally improved since the height of the recession, social studies class sizes are still higher than those of any of the other “core” subject areas, and they have not yet rebounded to pre-recession levels. Many sections at the middle and high schools still have enrollments of 25 or more students, which has led to very high student loads for most of the secondary social studies staff: all nine full-time HMS social studies teachers carry student loads of 114-122, and seven of HHS’ ten full-time social studies teachers carry student loads of 110-123. The FTE requests for secondary social studies in the FY17 and FY18 budgets have not been funded; however, these FTE increases at both HMS and HHS remain necessary to accommodate increased enrollment and to lower the average class sizes in the Social Studies Department so that the best instructional program can be offered to Hingham’s students.

As seen elsewhere in this report, a strong social studies program benefits the school system at large. With its emphasis on reading and analyzing informational texts, as well as writing clear arguments supported with evidence, the social studies department plays an integral role in the development of the literacy skills outlined in the 2011 ELA Framework and Next-Generation MCAS. With its commitment to higher-order thinking, Hingham’s social studies program requires that students regularly write to clearly explain their thinking and reasoning. These informal and formal pieces of writing take a variety of forms, such as research papers, DBQs, position papers, reflections, summaries of reading, debates, MCAS-style open-responses, identifications, creative RAFT assignments, journal entries, projects, and open-ended exam questions. The staff focuses not only on the historical facts expressed in written work; they also teach the writing process and provide thoughtful feedback so students can improve their writing skills.

This commitment to writing occurs against the backdrop of an enormous amount of content that must be taught and a fast pace in order to teach that content. Therefore, social studies teachers must constantly assess and provide feedback to their students. However, while Hingham’s social studies teachers know the value of this philosophy, the higher class sizes and total student loads, in conjunction with the many other rising demands on teachers’ time (see “Teacher Overload” below), have made this commitment to writing and individualized feedback increasingly difficult to maintain.

In addition to these general concerns at the broad 6-12 level, the class sizes for HMS social studies are particularly troubling, as high class sizes hinder the individual attention that is vital for these early adolescent years. Most classes in the important, transitional 6th grade have been at 25 or above for a number of years. Furthermore, the sizes of most mixed Levels 3 and 4 sections are between 23 and 27, which is far too high to be developmentally appropriate, given the myriad learning styles and high needs in those blended classes.

With current 6-12 staffing levels projected to remain stagnant, there are no easy solutions. While the current extra 0.2 FTE in Grade 7 could be moved to Grade 8, there would still be a projected average class size of 26.0 in 8th grade Level 2 classes. Furthermore, the projected class averages for Grade 7 would then become 25.1 in Level 2 and 24.4 in the mixed Levels 3 and 4 classes. Furthermore, the class average for the HMS social studies department as a whole is projected to climb for another year, from 22.9 in FY16 to 23.9 in FY17 to 24.1 in FY18. Status quo staffing levels at HHS are also problematic, as class sizes would have to rise again and/or the current number of elective sections would need to be cut and/or not offered. Both scenarios would be a step backwards.

In short, the social studies class sizes and teacher loads ought to reflect the fact that the Hingham Social Studies curriculum goes far beyond the memorization of names and dates measured only by multiple choice and fill-in-the-blank questions and instead focuses on higher-order thinking and open-ended assessments that develop vital literacy and citizenship skills. Decreasing social studies class sizes and/or providing greater preparatory time to the secondary staff would be justified given the true nature of the job of a social studies teacher in the HPS.

K-5 Time on Social Studies

While Hingham's elementary teachers do an excellent job of teaching social studies with the resources they have available, many have continuously expressed the challenges in teaching the entirety of the social studies curriculum given the many other demands on class time. New frameworks and programs in literacy, mathematics, and science—all necessary and valuable—have engendered a growing gap in time on learning in social studies. The fact that social studies lacks an MCAS test means that available time and resources are typically prioritized elsewhere. Nevertheless, the many high-interest topics in social studies can boost both student interest and engagement with school in general while increasing students' knowledge and skills. The potential revision to the History and Social Science Curriculum Framework and MCAS test (see "Future Directions" below) may impact K-5 social studies. Depending on the extent of these revisions, instituting a K-5 Social Studies Specialist (similar to the current model in Science) may eventually be necessary to assist with the curriculum updating, professional development, and implementation. In the meantime, administrators and teachers will need to work collaboratively to ensure that social studies, given its vital importance in developing literacy and civic competencies, is given its due place at the academic table.

Teacher Overload

The recent program review reports of other academic departments have alluded to the sense of "overload" that is being felt among teachers, and this is also true in the social studies department. The myriad changes at the local, state, and national levels (e.g. NEASC, new licensure requirements, and the new evaluation system, to name a few), the heightened academic and socio-emotional needs of students, and the increased amount of communication with parents—in conjunction with the aforementioned class size and student load numbers—have all combined to contribute to this feeling of overload. Managing these many demands—which are worthy in their own right—while ensuring that teachers have adequate time to focus on the most important aspects of their jobs will be an ongoing priority. Alleviating the staffing concerns noted above would certainly go a long way in easing this sense of "overload" felt by the social studies department.

Department-Wide Collaboration Time

The current HPS in-service model devotes one of the five early release/delayed start days for department-based vertical teaming for Grades 6-12, so the formal opportunities for the secondary social studies staff to collaborate is limited to a couple of hours per year. And while the high school staff enjoys the benefits of a common planning period, this does not exist at the middle school, which is built on the team model rather than academic discipline. While creative workarounds are feasible, these involve teachers volunteering outside time and/or hiring substitutes for professional workshop days. Additional, formal vertical articulation time built into the school year would undoubtedly benefit the social studies program.

Technology Access

As noted above, social studies teachers have embraced many recent technology developments. That said, while the 1:1 Chromebook initiative at the new Hingham Middle School has made this significantly easier for Grades 6-8, high school technology access has been much more limited. For the past few years, high school teachers have had to share only one 30-device department-based Chromebook cart; the cart's overloaded, conflict-laden reservation calendar is a testament to the fact that high school teachers hunger for more access to technology. The ordering of a second department-based Chromebook cart for 2017-2018 is a step in the right direction, and continued progress on the HPS Technology Plan will ensure that social studies teachers are able to stay at the forefront of current and future student-centered and project-based pedagogical trends and to provide more real-time feedback on digital student work.

FUTURE DIRECTIONS

Possible History/Social Science Curriculum Framework Revision and History MCAS

In January 2017, the Massachusetts Department of Elementary and Secondary Education (DESE) convened a 43-member History and Social Science (HSS) Standards Review Panel, the task of which is to “recommend any needed revisions to the standards and to consider implications for the next-generation Massachusetts Comprehensive Assessment System (MCAS) assessment in history and social science.” While DESE has outlined a multi-phase plan for this work, the timeline is yet to be determined, and the extent of the revisions and format of the potential HSS MCAS exam are unknown. The previous attempt at implementing an HSS exam, which after two decades of planning and piloting was scrapped in 2009, further muddies the waters and engenders skepticism regarding the eventual realization of an HSS MCAS and competency determination. Until there is better clarity from the state, the Hingham Social Studies Department remains in a state of limbo. The challenge will be to ensure that the program remains innovative and updated while avoiding major overhauls that might need to be re-done after just a few years.

ELA Integration

As noted above, there is already much crossover between ELA and social studies. That said, the Social Studies Department wishes to further and more formalize this integration, especially at the secondary level. As noted above, the team-taught approach to honors 9th and 11th grade Humanities and American Studies was lost several years ago. Nevertheless, the ELA and social studies curricula in grades 9, 10 and 11 remain very similar. Many interdisciplinary connections still occur, but they can often be coincidental, rather than specifically planned, and other opportunities are missed due to singular pacing schedules. From the Social Studies Department’s point of view, carefully crafted ELA and social studies curricula with an interdisciplinary approach would benefit both students and teachers. This vision, however, would entail a great deal of planning and discipline from both departments, and the unknown future of the HSS Curriculum Framework prevents any major work from being done at this time. In the meantime, however, interdepartmental professional development time on best practices in reading and writing would benefit both departments—and students.

Use of Data

Because of the lack of an MCAS test in HSS, the Social Studies Department has not been as “data-driven” as those of ELA, Mathematics and Science. While, as noted above, an HSS MCAS may be in the works, this is still several years away (if at all). In the meantime, over the next four years the Social Studies Department plans to more actively use (and develop where necessary) local data from common assessments to improve student learning.

Social Studies Education in the Digital Age

The growing use of technology has dramatically changed education over the past several years. This is especially true in social studies; in an age when information is constantly at one's fingertips, the teacher's role as a "disseminator" of information has begun to change. In some ways, technology can allow students to research and process information much more efficiently than in the classrooms of yesterday; on the other hand, the over-abundance of information—and misinformation—can, ironically, make learning much more difficult. The skills that are hallmarks of social studies instruction—research, evaluating sources, recognizing bias, and synthesizing various viewpoints—will become increasingly vital in this digital era. As noted above, the extent to which social studies teachers—especially at the high school level—are able to innovate their practices in conjunction with these trends will greatly depend on the district's professional development and technology plans.

CONCLUSION

The Hingham Public Schools Social Studies program is in excellent shape. It provides quality curricula with a proven track record of success. The department boasts an outstanding staff who are dedicated to their profession and their students. The Hingham Social Studies Department is well positioned to adapt to whatever potential state curriculum framework revisions may emerge, and it will maintain its traditions of excellence while continuously moving forward.

APPENDICES

APPENDIX A

Promoting Social Studies K-5

HINGHAM PUBLIC SCHOOLS K-5 SOCIAL STUDIES COMMITTEE 2016-2017				
Grade	East	Foster	PRS	South
K	X	Marnie Pappone	Libby Bensten / Jennifer Quirk	Jane D’Alessandro
1	Darlene Martin	Brianne Connolly	Katie Burritt	Emily Toney
2	Jean Dugan	Courtney Stevenson	Sheila McGrath	Lisa Reith
3	Karen Breen	Shastin Garland	Meagan Ottati	Mark McNulty
4	Kathy Jennings	Laura Shepard	X	Clare Paget
5	X	Lynda Segal	X	Tiffany Mahoney
SPED	Denise Kelley	X	Kim O’Brien	X
District	Andy Hoey, K-12 Director			

The list below highlights just some of the many social studies-related events and enrichment programs at each of Hingham’s four elementary schools.

All Schools

- Veterans Day and Memorial Day Assemblies
- Field trip to Plimoth Plantation
- Field trips to Old Ship Church and Old Ordinary
- Field trip to Boston Tea Party Ship Museum
- Visits from historical reenactors

East School

- Massachusetts Town Project
- Collect candy for troops
- Boston Children’s Theater workshop and assembly
- Field trip to John F. Kennedy Museum
- Jimmy Fund collection
- Fundraiser to purchase equipment for Hingham PD K-9 unit
- Mystery Skypes
- MFA Outreach Program - Art in the Americas: Colonial America
- Field Trip to Isabella Stewart Gardner Museum

Foster School

- Veterans Day and Memorial Day Walls of Honor
- Collections and donations for NE Center for Homeless Veterans, Hingham Home for Veterans
- Pennies for Poppies and Love Our Troops campaigns
- Field trip to Chinatown
- Corn is Maize Assembly
- Coins for Canines: Hingham K9
- Fire Department Visits
- Bay Colony Educators
- Friendship Feast
- Presidents Day Assembly
- Field Trip to MFA
- Field Trip to Adams Historic Site
- “Mail Call” for New England Veterans
- Collect candy for troops

Plymouth River School

- Field trip to Cape Cod
- Veterans Day Wall of Honor
- Black History Month presentations
- Field trip to Peabody Essex Museum
- Field Trip to MFA
- Virtual field trip to the Tenement Museum, NYC
- Get Smart About Art: Chinese brush painting
- Colonial Period biography and presentation
- Historical presentations: Amelia Earhart, Benjamin Franklin
- Ginger Betty’s troop collection
- Bay Colony Educators - Colonial Days
- Field Trip to Isabella Stewart Gardner Museum
- Grade 1 Pilgrim/Wampanoag Days
- Kindergarten - Thanksgiving Feast
- Presidential Election - trivia and mock voting

South School

- Pow-Wow/ Grade 3
- Thanksgiving Feast
- China Trade Assembly/Grade 4
- Historical Plays
- Black History Month Presentations
- Mock Elections
- Senior Center Pen Pal Program
- Hingham History Mystery Tour
- Collect candy for troops
- Letter writing campaigns for troops
- Field trip to Peabody Essex Museum
- Field trip to MFA

APPENDIX B

Secondary Social Studies Staff

Hingham High School			
Teacher	Years in District	Education	Current Assignment
Kathryn Black	3	BA: Villanova University MA: Boston College ABD: Boston College	World History II A.P. European History International Affairs
James Conley	1	BA: Stonehill College	World History I (.4)
Patrick Doerr	4	BA: Saint Anselm College MA: University of Massachusetts, Boston	World History I American Studies
Kathleen Dwyer	13	BA: College of the Holy Cross MAT: Tufts University	A.P. U.S. History American Studies
Steven George	15	BS: Bridgewater State College M Ed: University of Massachusetts, Boston	World History I (.6)
Michelle Greco	1	BA: Indiana University MA: Cornell University	World History II American Studies
Andrew Hoey	9	BA: Dartmouth College M Ed: Fitchburg State University CAGS: Fitchburg State University	Director K-12 World History I (.2)
James Kirkcaldy	45	BA: Bridgewater State College MA: University of Rhode Island	A.P. European History (.2)
Benjamin Louchheim	6	BA: Dickinson College MAT: Simmons College CAGS: Curry College	World History I World History II
Melissa McCash	11	BA: University of Pittsburgh M Ed: Boston College	World History I World History II
Shawn Nugent	11	BA: Kean University MA: University of Massachusetts, Boston	World History I Sociology
Christina O'Connor	15	BA: Mount Holyoke College MAT: Brown University	A.P. U.S. History American Studies Amer. Pol. Sys. / Seminar: WWII
Susan Petrie	14	BA: Union College M Ed: Eastern Nazarene College	A.P. U.S. History Psychology
Ron Woolley	17	BA: Cornell University M Ed: Harvard University	World History II A.P. World History Economics

Hingham Middle School			
Teacher	Years in District	Education	Current Assignment
Amy Corriveau	15	BA: Wellesley College M Ed: University of Massachusetts, Boston	Grade 7
Jennifer Driscoll	13	BA: Siena College MA: University of Massachusetts, Boston	Grade 8
Brianne Elinoff	2	BA: University of New Hampshire	Grade 7 (.2)
Richard Florence	11	BA: Bowdoin College M Ed: Fitchburg State University CAGS: Fitchburg State University	Grade 7
June Gustafson	13	BS: University of Massachusetts, Amherst M Ed: Lesley University CAGS: Fitchburg State University	Grade 6
Mark Huntington	13	BA: University of Massachusetts, Amherst M Ed: Fitchburg State University	Grade 8
Mark McCulloch	5	BA: Norwich University M Ed: Fitchburg State University	Grade 8
Julie McDonough	13	BA: Providence College M Ed.: Lesley University	Grade 6
Kaitlin McDougall*	9	BA: Suffolk University M Ed: University of Massachusetts, Boston	Grade 7
Maryelizabeth Orcutt	21	BA: University of Massachusetts	Grade 6

*long-term sub is Scott Semchenko

APPENDIX C

Social Studies Staff Activities

The lists below highlight the many activities, experiences, and accomplishments of the social studies staff, all of which enhance instruction and enrich the school community.

High School Teachers

Kathryn Black: Advisor, Model United Nations; Assistant Advisor, Student Council; Audit-approved instructor for AP European History, The College Board; Chair, Hingham Historical Commission.

James Conley: Freshmen Advisor, Faculty Council.

Patrick Doerr: Advisor, AFS; Freshmen advisor; Girls Basketball game administrator, Mentor in HPS Induction and Mentor Program

Kathleen Dwyer: Former assistant cross - country and track coach; class advisor, freshman advisory

Steven George: Advisor, Amnesty International; NEASC Instruction Committee Co-Chair/Steering Committee 2017; NEASC Community Resources Committee Co-Chair 2007; former Student Council Faculty Advisor; Presenter for America Recycles Day at HHS on Sustainability and Environmental Economics (2014, 2015, 2016, 2017)

Michelle Greco: Co-advisor, GSA; Member, HHS School Council

Andrew Hoey: Member, HPS Technology Committee; Member, HPS Professional Development Committee; Steering Committee Member & Assessment Co-Chair, HHS NEASC Accreditation; Coordinator, Massachusetts Boys and Girls State programs; Coordinator, Massachusetts Student Government Day; Coordinator, HHS National History Day; Coordinator, AFL-CIO and DAR Scholarships; Department liaison to Hingham Historical Society and Hingham Veterans organizations; Audit-approved instructor for AP European History and AP World History; Presenter, Northeast Regional Conference for the Social Studies; Presenter, South Shore Social Studies Supervisors; Evaluator, Massachusetts DESE Social Studies MPAKS; Former coordinator, HHS Team21; Former advisor, HHS Global Citizenship Program; Former member of HHS School Council, X2 Advisory Committee, and ISIT; Member of National, Massachusetts, and South Shore Councils for the Social Studies

James Kirkcaldy: Advisor, Model United Nations; College Board consultant for AP European History; Presenter at National AP Conference, 2017

Benjamin Louchheim: JV lacrosse coach, Mock Trial Teacher-Coach, Student Council administrator, Climate Committee Director, Freshmen Advisory Director, Steering Committee NEASC, Group leader Japan trip April, 2014, Group Leader Europe trip 2015

Melissa McCash: Varsity coach-volleyball, assistant tennis coach, Faculty Council representative, G.A.R 10th grade field trip coordinator

Shawn Nugent: Coach, Debate Team; Coach, JV Girls Volleyball Team, Coach, Boys Volleyball Club; Steering Committee Member & Community Resources for Learning Co-Chair, HHS NEASC Accreditation; Advisor, Cycling Club; Chair, HHS Holiday Party Committee

Christina O'Connor: Patricia Behring Teacher of the Year Award (MA), National History Day; Normandy: Sacrifice for Freedom Albert H. Small Student & Teacher Institute participant, Understanding Sacrifice Northern Europe and Understanding Sacrifice Mediterranean participant, American Battle Monuments Commission, National History Day, and Roy Rosenzweig Center for History and New Media; Audit-approved instructor for AP United States History, The College Board; Presenter at Organization for American Historians Annual Conference; Presenter at National Council for Social Studies Annual Convention; Presenter at Northeast Regional Conference on the Social Studies; Presenter at National History Day national contest; Advisor, Class of 2017; Advisor, PTO-sponsored Homework Club; School Leader for World Challenge expeditions to Borneo, Peru, South Africa & Lesotho, and Iceland.

Susan Petrie: Varsity field hockey coach, varsity girls' tennis coach (past), Audit-approved instructor for AP United States History, The College Board, participant- College Board Experienced Teachers AP conference/workshops, teacher representative to School Council, History dept. representative to NHS faculty council, new teacher mentor

Ron Woolley: Primary Source consultant, Northeast Regional Conference on the Social Studies presenter and evaluator, Massachusetts Environmental Education Society presenter, Massachusetts School Administrators presenter, South Shore Social Studies Supervisors presenter, Massachusetts DESE presenter, Audit-approved instructor for AP World History. Published by: National Council for the Social Studies, Critical Exploration Press, Jossey-Bass, Massachusetts DESE, Green Schools Alliance. HHS Sustainability Coordinator, HHS Sailing Coach (past), HHS Drama set construction (past), School Council teacher representative (past), teacher mentor.

Middle School Teachers

Amy Corriveau: Chaperone-8th Grade Expedition (9 years), Chaperone-8th Grade Washington DC Trips, Former Co-Advisor for HMS Adventure Club (2004-2015), New Teacher Mentor on two separate occasions, former co-chair for H2O for Life charity drive, Homework Committee Member (2013), Principal Interview Panelist (2013), member Summer Literacy Committee (2016-17)

Jennifer Driscoll: William Spratt Award for Excellence in Teaching Middle School Social Studies -MA Council on the S.S. (2009), Director of the HPS Induction & Mentor Program (2014-Present), Building Coordinator of Mentor Program (2010-present), Coordinator of 8th Grade Washington D.C. Civics Trip (310 students) (2017), Research Fellow Massachusetts Historical Society (2010), Chaperone to National History Day Nationals at Univ. of Maryland (2005 & 2006), Varsity Girls Lacrosse Coach (2006-2010), ADL Advisor (2007-2010), Assistant Principal Interview Panelist (2014), Coordinator of Washington D.C. Presidential Inauguration Trip (2009 & 2013), Co-Founder & Advisor HMS Ambassador Club (2007-2010), Chaperone of 8th Grade Expedition to Grand Canyon (2006), Faculty Advisory Council (2008-2012, 2015-2017), HEA Building Representative (2006-2008), HEA Board Secretary (2008-2010), PCEA Rookie Teacher of the Year award recipient (2005)

Brianne Elinoff: Trivia Bowl participant (2016), 8th Grade DC Chaperone (2017), METCO mentor (since 2016), Flower and Gift Fund (since 2016), all-subject elementary and middle school tutor (2013-present)

Richard Florence: Grade 7 Class Advisor (2011- Present), Grade 7 and 8 Homework Club Advisor (2010-Present), New Teacher Mentor on two occasions (2011-2012; 2016-2017), Served on the Teacher Evaluation Committee, Faculty Advisory Council (2011-Present), Chaperone- 8th Grade Expedition (2009-Utah; 2011 Alaska), and Chaperone- 8th Grade Washington DC Trips (2009 and 2016).

June Gustafson: Co-advisor History Hunters (2006-present), School Climate Comm. (2006-2010), Grade Six Homework Club 2005-2008), Yearbook Advisor (2006-2009), National Writing Project Consultant (2012-present), Instructor Boston Writing Project at UMass Boston 2015-2016, Presenter MCSS (2016), HEA: member, building representative, secretary, Political Education Chr, VP (2004- present), Boston University Educational Leadership program

Mark Huntington: Co-Class advisor for 8th grade class (2014 to present), Chaperone-8th Grade Expedition (2008, 2010, 2014, 2015 and 2017), Former Co-Advisor for HMS Adventure Club (2010-2015), Former Building Rep from HMS for HEA (2007-2008), New Teacher Mentor on two occasions (2011, 2014-2015), former co-chair for H2O for Life charity drive (2008-2009)

Mark McCulloch: Co-Class advisor for 8th grade class, Cohort 1-“We The People”-Teaching Civics Certification, Director/Chaperone-8th Grade Expedition

Julie McDonough: 6th Grade Homework Club (2009-2011), ISIT team member (2008-2011), Trivia Bowl participant 2013-2016

Maryelizabeth Orcutt: Co-advisor History Hunters (2006-present), HEA: member, building representative, (2004-present), asst. HHS Girls Golf team 2008-2016, Chairperson HMS Flower and Gift Fund 2004-2014, Chaperone-8th Grade Washington DC Trip, Homework Committee Member (2013)

Scott Semchenko: Co-Advisor-Ambassador Club (2017), Coach-Intramural Basketball (2017), Coach-Intramural Volleyball (2016-Present), Co-Advisor- Stagecraft/ Tech Crew for drama Club production of Guys & Dolls (2017), Co-Advisor- Social Justice/ Racial Awareness (2-day After school Seminar, 2017), Chaperone-8th Grade Washington DC Trip (2017), Core Curriculum Tutor: At-Home/ District Assigned (2016), ESY Teacher (Summer 2016), Chaperone for Choir Concerts, Drama Club Performances (2016-Present), Chaperone for Adventure Club EOY Trip (2016), Trivia Bowl Participant (2016)

APPENDIX D

Textbooks

Grade/Level	Title	Year	Publisher	ISBN
2	<i>Making a Difference</i>	2000	Harcourt Brace	0153097841
3	<i>Massachusetts: Our Home</i>	2004	Gibbs Smith	1586850598
4	<i>States and Regions</i>	2007	Harcourt Brace	015347128X
5	<i>The United States: Making a New Nation</i>	2010	Harcourt Brace	0153858877
5	<i>History Alive: America's Past</i>	2010	TCI	9781583718766
6	<i>TimeLinks: The World</i>	2009	McGraw Hill	9780021513499
7	<i>Discovering World Geography (pilot)</i>	2014	McGraw Hill	9780078936197
8	<i>America: History of Our Nation</i>	2007	Prentice Hall	9780131336575
9 & 10	<i>World History: Patterns of Interaction</i>	2009	Holt McDougal	9780547034751
10/AP	<i>World Civilizations: The Global Experience</i>	2006	Pearson Longman	9780321194473
11/AP	<i>The Enduring Vision, AP Edition</i>	2008	Houghton Mifflin	9780618801633
11/L2	<i>The American Pageant</i>	2016	Cengage	9781305075900
11/L3&4	<i>The Americans</i>	2012	Holt McDougal	9780547491172
12/AP Euro	<i>The Western Heritage Since 1300, AP Edition</i>	2016	Pearson	9780131828391
12/APS	<i>American Government: Citizenship & Power</i>	2008	EMC	9780821955611
12/Econ	<i>Economics: Concepts and Choices</i>	2011	Holt McDougal	9780547082943
12/Soc	<i>Sociology: The Study of Human Relationships</i>	2010	Holt McDougal	9780554004419

APPENDIX E

AP History Exam Data

Hingham High School 2016 Advanced Placement Mean Grades

	Hingham	Massachusetts	National
Biology	3.86	3.1	2.84
Calculus AB	4.72	3.22	2.94
Calculus BC	5.0	4.09	3.81
Chemistry	4.85	3.01	2.64
Chinese	3.0	4.0	4.23
English Language	4.53	3.17	2.81
English Lit. & Comp.	4.24	3.11	2.75
European History	4.0	2.97	2.7
French Lang. & Cult.	4.55	3.74	3.24
Latin	2.82	3.16	3.0
Music Theory	4.08	3.48	2.97
Physics C E&M	3.81	3.64	3.44
Physics C Mechanics	4.56	3.79	3.54
Spanish Language	4.18	3.83	3.76
Spanish Lit. & Culture	4.24	3.32	3.0
Statistics	3.9	3.03	2.86
3D Studio Art	3.0	3.2	3.23
US History	4.37	3.31	2.7
World History	4.58	3.16	2.6

Percentage of AP Exam Grades 3 and Higher

	Hingham	Massachusetts	National
Biology	96	70	61
Calculus AB	100	67	59
Calculus BC	100	87	81
Chemistry	100	65	52
Chinese	67	89	92
English Language	100	67	84
English Lit. & Comp.	96	68	54
European History	97	63	52
French Lang. & Cult.	100	90	74
Latin	73	69	66
Music Theory	100	72	59
Physics C E&M	88	74	69
Physics C Mechanics	100	82	76
Spanish Language	100	90	89
Spanish Lit & Culture	100	77	69
Statistics	92	83	60
3D Studio Art	88	78	75
US History	100	88	52
World History	100	72	51

**Hingham High School
AP Course Enrollments 2007-2016**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Biology	34	29	20	43	24	27	36	34	38	28
Calculus AB	13	22	14	20	28	27	20	17	22	25
Calculus BC	24	18	13	16	11	18	26	23	20	13
Chemistry	9	10	6	8	12	15	12	6	10	13
Chinese	none	none	none	none	none	none	4	9	none	9
English Language	none	none	none	none	none	none	none	41	57	60
English Lit. & Comp.	48	29	39	26	43	33	33	33	44	25
European History	57	42	46	46	46	52	60	43	35	38
French Lang. & Culture	15	11	13	5	12	17	15	6	12	11
Latin Virgil	4	8	7	7	none	10	none	none	none	11
Music Theory	2	8	6	10	6	10	8	10	9	13
Physics C	12	13	8	6	10	14	13	21	15	16
Spanish Language	15	24	8	18	25	21	32	14	30	22
Spanish Lit. & Culture	8	10	7	10	12	11	14	16	13	25
Statistics	59	67	42	56	42	43	32	50	18	52
Studio Art	none	none	none	none	none	none	2	3	7	8
US History	16	21	30	38	54	45	79	89	60	70
World History	16	12	15	20	19	18	23	21	18	12

2016 Percent of Grade 3 and Above

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Biology	100	97	95	91	100	89	100	100	100	96
Calculus AB	100	95	100	95	100	96	100	94	95	100
Calculus BC	100	100	100	100	100	100	65	100	95	100
Chemistry	100	100	100	100	100	100	100	100	100	100
Chinese	none	none	none	none	none	none	**	67	**	67
English Language	none	none	none	none	none	none	none	100	100	100
English Lit. & Comp.	98	97	92	100	93	100	94	100	95	96
European History	100	98	100	100	100	96	93	100	100	97
French Lang. & Cult.	100	100	100	80	100	94	100	100	100	100
Latin	75	100	71	71	none	90	none	80	none	73
Music Theory	100	75	67	60	100	80	100	81	100	100
Physics	100	92	94	100	100	97	69	100	73/100*	88/100*
Spanish Language	93	83	100	83	84	95	97	100	100	100
Spanish Lit. & Culture	88	80	100	60	83	100	86	100	92	100
Statistics	75	78	88	64	88	86	94	96	100	92
Studio Art	**	**	**	**	**	**	**	**	**	88
US History	88	90	97	97	100	93	94	96	100	100
World History	100	100	100	100	95	100	100	100	100	100

**Hingham High School
Advanced Placement Exams
Summary of All Scores 2016**

	Students Grades 9-11	Students Grade 12	#Tested	5	4	3	2	1	% 3 or Higher
Biology	1	27	28	5	15	7	1	0	96
Calculus AB	1	24	25	19	5	1	0	0	100
Calculus BC	0	13	13	13	0	0	0	0	100
Chemistry	7	6	13	11	2	0	0	0	100
Chinese	2	7	9	1	1	4	3	0	67
English Language	60	0	60	37	18	5	0	0	100
English Lit. & Comp.	0	25	25	13	6	5	1	0	96
European History	0	38	38	12	15	10	1	0	97
French Lang. & Cult.	0	11	11	6	5	0	0	0	100
Latin	2	9	11	0	1	7	3	0	73
Music Theory	2	11	13	5	4	4	0	0	100
Physics C E&M	0	16	16	4	7	3	2	0	88
Physics C Mechanics	0	16	16	10	5	1	0	0	100
Spanish Language	13	9	22	7	12	3	0	0	100
Spanish Lit. & Culture	1	24	25	9	13	3	0	0	100
Statistics	6	46	52	15	21	12	4	0	92
Studio Art	0	8	8	0	1	6	1	0	88
US History	70	0	70	38	20	12	0	0	100
World History	12	0	12	7	5	0	0	0	100
Total Number	118	136	254	215	160	88	16	0	479*
Total Percentage	46%	54%	100%	44.9%	33.4%	18.4%	3.3%	0%	96.7%

*479 exams reported-other exams were through VHS

AP Score Summary

5—Extremely well qualified 4—Well qualified 3—Qualified 2—Possibly qualified 1—No recommendation

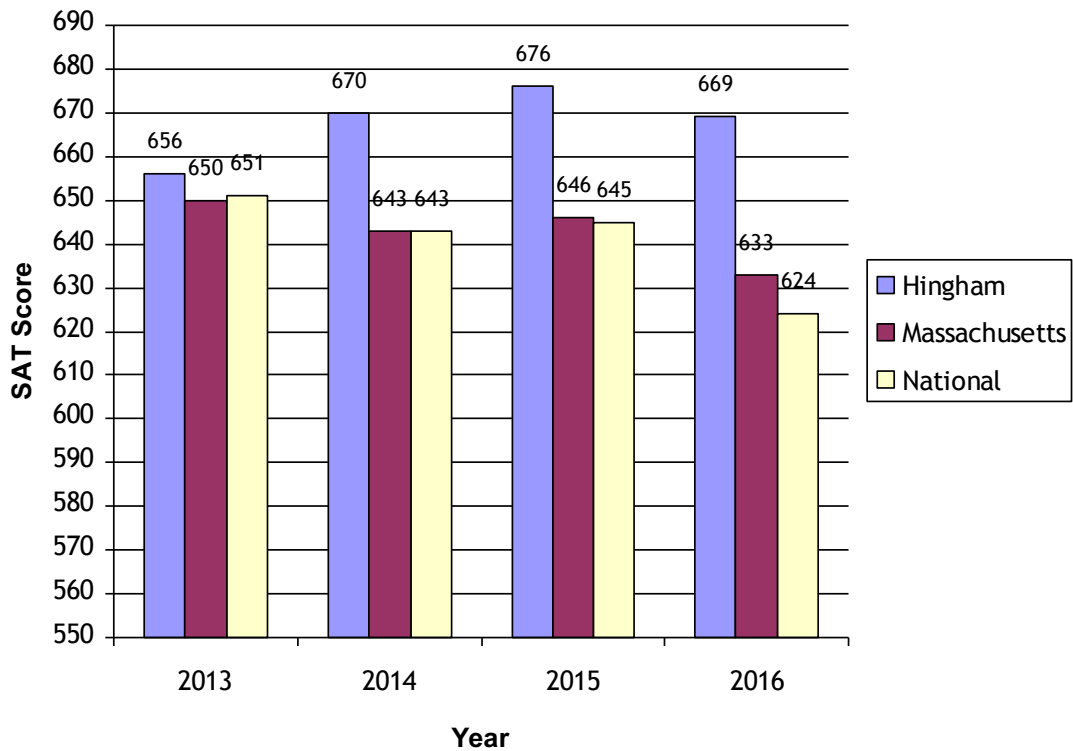
APPENDIX F

SAT II History Subject Test Data

Hingham High School
2016 Seniors
United States History
 Percent by Score Interval by Reference Group

	2016			2015		
SAT Score Interval	Hingham	Massachusetts	National	Hingham	Massachusetts	National
700 – 800	39	32	32	44	36	36
600 – 699	43	36	33	41	36	36
500 – 599	15	23	19	15	20	19
400 – 499	4	8	11	0	7	8
300 – 399	0	2	5	0	1	2
200 - 299	0	0	0	0	0	0
Mean (Avg. Score)	669	633	624	676	646	645
Number Tested	28	4212	66967	54	4,783	70,298
CR Average	627	646	636	661	647	642
Math Average	630	651	642	656	649	647
Writing Average	643	641	633	651	643	639

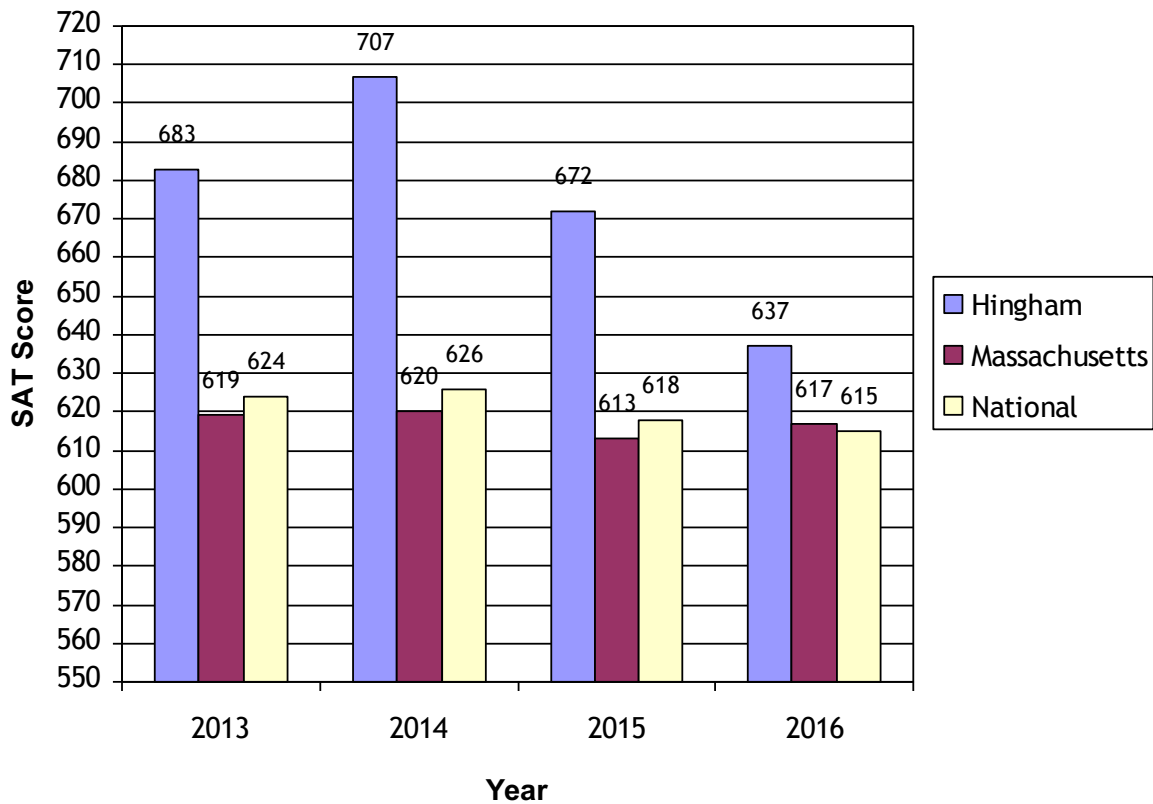
United States History



Hingham High School
2016 Seniors
World History
Percent by Score Interval by Reference Group

	2016			2015		
SAT Score Interval	Hingham	Massachusetts	National	Hingham	Massachusetts	National
700 – 800	26	27	26	53	24	27
600 – 699	40	29	31	18	34	31
500 – 599	27	30	28	18	27	28
400 – 499	7	12	13	12	15	12
300 – 399	0	2	2	0	1	2
200 – 299	0	0	0	0	0	0
Mean (Avg. Score)	637	617	615	672	613	618
Number Tested	15	651	15542	17	736	16,657
CR Average	651	662	649	697	660	650
Math Average	664	658	655	669	655	655
Writing Average	649	653	645	686	649	644

World History



APPENDIX G

Guidelines for Recommendations

HINGHAM PUBLIC SCHOOLS SOCIAL STUDIES DEPARTMENT

GUIDELINES FOR RECOMMENDATIONS

All teachers in Grades 6-11 are asked to make course level recommendations. These recommendations reflect the current teacher's assessment of the most appropriate placement for each student for the next year. Appropriate placement is intended to maximize the ability of each student to be productively engaged, motivated, organized, and successful.

	Reading	Writing	Historical Thinking
Level 1 HHS Only: Advanced Placement	Superior ability; high level of independence in the following areas: <ul style="list-style-type: none"> Critical reading and thinking Inferential reasoning Pace, vocabulary 	Superior ability; high level of independence in the following areas: <ul style="list-style-type: none"> Structure, logic, and development of ideas Mechanics Expression 	Superior ability; high level of independence in the following areas: <ul style="list-style-type: none"> Causation, comparison and contextualization Analysis/synthesis of historical evidence
Level 2 HHS: Honors HMS: Advanced	Excellent ability; demonstrates independence in the following areas: <ul style="list-style-type: none"> Critical reading and thinking Inferential reasoning Pace, vocabulary 	Excellent ability; demonstrates independence in the following areas: <ul style="list-style-type: none"> Structure, logic, and development of ideas Mechanics Expression 	Excellent ability; demonstrates independence in the following areas: <ul style="list-style-type: none"> Causation, comparison and contextualization Analysis/synthesis of historical evidence
Level 3 HHS: College Prep HMS: Upper Standard	Above average to average ability; needs some support in the following areas: <ul style="list-style-type: none"> Critical reading and thinking Inferential reasoning Pace, vocabulary 	Above average to average ability; needs some support in the following areas: <ul style="list-style-type: none"> Structure, logic, and development of ideas Mechanics Expression 	Above average to average ability; needs some support in the following areas: <ul style="list-style-type: none"> Causation, comparison and contextualization Analysis/synthesis of historical evidence
Level 4 Standard	Average to below average ability; needs ongoing support in the following areas: <ul style="list-style-type: none"> Critical reading and thinking Inferential reasoning Pace, vocabulary 	Average to below average ability; needs ongoing support in the following areas: <ul style="list-style-type: none"> Structure, logic, and development of ideas Mechanics Expression 	Average to below average ability; needs ongoing support in the following areas: <ul style="list-style-type: none"> Causation, comparison and contextualization Analysis/synthesis of historical evidence

APPENDIX H

Sample Curriculum Guide: Grade 3

Description

The Third grade Social Studies curriculum extends the material introduced in second grade and develops an understanding of other cultures, events that shaped history and social and economic growth in our state and country. It includes map and globe skills including the identification of the New England states, geography and topography of Massachusetts and Hingham. The curriculum serves as an introduction to Massachusetts history. This includes a study of Wampanoags, which develops an understanding of Native American culture and introduces students to multi-cultural interactions.

SKILLS & OBJECTIVES:

- Understand the timeline of Massachusetts history.
- Use contemporary maps of New England, Massachusetts, and the local community.
- Identify important landforms of Massachusetts and explain the impact they have on the development of a community.
- Understand the necessity for a community to have a government.
- Explain the key people and events that lead to the formation of our government.

- Understand the basic concept of economics.
- Describe how the development of settlements, towns, and cities affected the Native Americans.
- Give examples of how the relationship changed between the native people and the settlers.
- Demonstrate an appreciation and awareness of other cultures

CURRICULUM OUTLINE & ESSENTIAL QUESTIONS

- I. What is history and how do we study the past?

- II. What basic geographic skills should all 3rd grade students be able to demonstrate competency?
 - A. Understanding maps and globes
 1. Identify and use different types of maps
 2. Compare and contrast globes and maps

 - B. Symbols
 1. Use a map key/legend

2. Understand picture and color representation

C. Location and direction

1. Locate given places and determine direction to another
2. Identify cardinal directions
3. Use a compass rose

D. Map study

1. Identify New England States
2. Locate areas in Hingham
3. Identify major cities and landforms in Massachusetts

III. How is the way of life of the Wampanoags in the 1600s different from their life today?
How important was the Wampanoag impact on the Pilgrim settlement?

- A. Identify leaders in 1620
- B. Describe their way of life in 1620
- C. Describe their way of life today
- D. Understand relationship between Wampanoags and Pilgrims

IV. What important role did the Pilgrims play in the settlement of America?

- A. Identify who the Pilgrims were
- B. Explain why they left Europe for religious freedom
- C. Describe the journey on the Mayflower
- D. Understand Mayflower Compact and concept of Self Government
- E. Understand the early years in Plymouth Colony
 1. First winter challenges
 2. Relationship with Wampanoag
 3. First Thanksgiving

V. What important impact did the Puritans have on the early settlement of North America?

- A. Identify who the Puritans were and who their leaders were
- B. Explain why they left Europe
- C. Describe the daily life, education and work of the Puritans
- D. Compare and contrast the lives of the Pilgrims and the Puritans.

VI. What important political, economic and military developments lead to the American Revolution?

- A. Growth of towns and cities in MA before the Revolution
- B. Stamp Act
- C. Boston Massacre
- D. The Boston Tea Party
- E. Paul Revere's Ride
- F. Battle at Lexington and Concord
- G. Battle of Bunker Hill

H. Leaders such as Paul Revere, John Hancock, John Adams, Sam Adams

VII. Students should have a basic knowledge of the key concepts of what American documents?

- A. Declaration of Independence
- B. Constitution the United States
- C. Bill of Rights

VIII. Biography

- A. Read biographical information about Massachusetts's residents from history
- B. Make connections between biographical subject and historical time period, politics, economy or other aspects of life in Massachusetts.

EXPECTATIONS & EVALUATION:

Class time is used in various ways including teacher presentations, student presentations, small group work, projects, hands-on activities, guest speakers, and media presentations. Whenever possible, Social Studies will be taught in an integrated manner with Science, Mathematics, Language Arts, and Reading. In particular, teachers will utilize picture books, historical fiction and other trade books to thematically connect literacy to Social Studies.

Text

Massachusetts Our Home, Gibbs Smith (2004)

Various trade books & integration into literacy program

APPENDIX I

Sample Curriculum Guide: Grade 11 (L2)

DESCRIPTIVE OVERVIEW

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

CONTENT/TOPIC OUTLINE

I. First Settlers, Interactions and Conflicts

What were the causes and effects of the British Settlement of North America?

How and why were expectations and reality different in both New England and Virginia?

A. Massachusetts: Pilgrims and Puritans

1. culture and religion
 - a) William Bradford
 - b) John Winthrop "City on a Hill"
 - c) William Penn
2. economics and geography
3. community organization
4. a threat from outside the community: King Philip's War
5. a threat from inside the community: Salem Witch Trials

B. Chesapeake

1. culture
2. economics and geography
3. community organization
4. indentured servants and the headright system
5. violence as a catalyst for social change: Bacon's Rebellion

II. The Formation of a Democratic Republic

What are the principles on which our government is based?

How was the formation of the government influenced by different groups in society?

A. ideals of government

1. republicanism
2. Declaration of Independence

B. complications of the ideal

1. Native Americans
2. loyalists
3. blacks
4. women

C. organizing a government: Articles of Confederation

- D. arguments and improvements: Constitution
 - 1. origins of the Constitution
 - 2. debates and ratification (“Choices” unit and group work)
 - 3. *The Federalists Papers*

III. Government From Theory to Practice

How did politics effect the government set up by the Constitution?

What were the major political trends during the early years of the republic?

A. Alexander Hamilton and the Federalists

- 1. financial plan
- 2. Whiskey Rebellion
- 3. Alien and Sedition Acts

B. Thomas Jefferson and the Republicans

- 1. Louisiana Purchase
- 2. Virginia and Kentucky Resolutions
- 3. Embargo Act (1807)

IV. A History of Conflict: Native Americans and Expansion

What were the costs and benefits of westward expansion?

How has Manifest Destiny shaped our national character?

- A. colonial/native interactions
- B. The Cherokee Removal
- C. economic expansion and manifest destiny
- D. economic impact of the Transcontinental Railroad
- E. warfare on the Plains
- F. destruction of culture: Ghost Dance and the Dawes Act
- G. native peoples today

V. Sectional Interests and Sectional Conflicts

How did the economies and cultures of the north and south diverge?

What opportunities and problems did westward expansion cause?

Why was compromise impossible, and war inevitable by 1860?

What were the major causes and consequences of the Civil War?

A. Africans in America

- 1. earliest immigrants
- 2. the beginnings of slavery, middle passage
- 3. American ideals and African Americans

B. the South and the plantation economy

- 1. experiences of white southerners
 - a) demography and geography
 - b) social attitudes and justifications of slavery
- 2. experiences of black southerners
 - a) typical day and diversity of experiences for slaves
 - b) black resistance to slavery
 - c) slave narratives: Frederick Douglass and Harriet Jacobs

C. the North: industrialization and reform

- 1. rise of the industrial economy
- 2. Hingham in the early 1800’s
- 3. reform movements

- a) origins
 - 1) second great awakening and perfectionism
 - 2) transcendentalism
 - b) actions
 - 1) women's suffrage and Seneca Falls
 - 2) abolition
- D. perspectives on slavery in 1850
 - 1. southern planter
 - 2. non-slaveholding southerner
 - 3. abolitionist
 - 4. free-soil republican
 - 5. Irish immigrants and urban democrats
- E. the failure of politics
 - 1. breakdown of the second party system, rise of sectional parties
 - 2. compromises and conflicts
 - a) Missouri Compromise, 1820
 - b) Compromise of 1850
 - c) Kansas-Nebraska Act and Popular Sovereignty, 1854
 - d) Dred Scott Decision, 1857
 - e) election of 1860 and southern secession
 - 3. social and political thought of Abraham Lincoln
- F. The Civil War, The War Between the States, The War for Southern Independence, and The War of Northern Aggression
 - 1. the military course of the war and its impact
 - 2. the political course of the war and its impact
 - 3. the economic course of the war and its impact
 - 4. the social course of the war and its impact

VI. Redefining America?

Why did Reconstruction fail to bring significant change to the lives of southern blacks?

- A. the problem of race: reconstruction
 - 1. problems to be solved and conflicting goals
 - 2. Andrew Johnson and impeachment
 - 3. three amendments (13th, 14th, 15th) and congressional activism
 - 4. republicans and redeemers: the Compromise of 1877
 - 5. economic and social realities in the reconstructed south
 - 6. strategies for change: Booker T. Washington and W.E.B. DuBois

How did industrialization change the lives of ordinary Americans and their expectations of the government?

- B. the problem of economic growth: progressivism
 - 1. economic expansion and industrialization
 - a) technological changes, national markets, consumerism
 - b) ideological changes: laissez-faire, social Darwinism, and the Social Gospel
 - 2. immigration and urbanization
 - 3. promise and problems for organized labor
 - 4. political reforms and the changing role of government

5. women's rights and the 19th Amendment

What principles and priorities shaped American foreign policy at the turn of the century?
What were the effects of American's ideas and actions?

- C. the problem of foreign policy: imperialism
 - 1. justifications of imperialism and the ideology of anti-imperialists
 - 2. Hawaii, Panama, the Spanish-American War, and the Philippines

VII. The United States Becomes a World Power

Why did the United States first declare neutrality then declare war?

How did the war transform American society?

- A. beginnings of World War I: America cautious and divided
- B. road to war: economic involvement and military crisis
- C. trench warfare and the "Lost Generation"
- D. total war and the power of the U. S. Government
 - 1. food administration
 - 2. war industries board
 - 3. committee for public information
 - 4. Schenck vs. the United States
- E. impact of the war
 - 1. economic, cultural, social and political
- F. The Treaty of Versailles and U.S. Foreign Policy in the 1920's

VIII. Decades of Change: 1920's and 1930's

In what ways was America divided between traditional and modern values?

What caused this split?

How did expectations about the role of government change in response to the economic crisis of the 1930s?

- A. social change in the 1920's
 - 1. red scare
 - 2. Sacco and Vanzetti
 - 3. rise of the new Klan
 - 4. prohibition and the 18th Amendment
 - 5. Marcus Garvey and the United Negro Improvement Association
 - 6. the Scopes Trial
- B. economic change in the 1920's and 1930's
 - 1. advertising and mass marketing
 - 2. Henry Ford and the assembly line
 - 3. electric appliances
 - 4. reasons for caution: agricultural prices and low wages
 - 5. stock market speculation and crash
 - 6. impact of the Great Depression
- C. political change in the 1920's and 1930's
 - 1. Hoover's response to the depression
 - 2. Franklin Roosevelt and the New Deal
 - a) First New Deal
 - 1) NRA, CCC, AAA, FDIC
 - b) opponents of the New Deal
 - 1) Huey P. Long, Charles Coughlin, Liberty League

- c) Second New Deal
 - 1) Social Security, NLRA, WPA
- d) end of the New Deal
 - 1) court packing
 - 2) preparation for World War II
- e) Hingham during the depression

IX. World War II and Its Impact on American Life

Why did U.S. foreign policy again shift from isolationism to intervention?

What was the impact of the war on American society?

- A. the rise of Fascism in Europe
- B. chronology of aggression
- C. isolation vs. internationalism in the United States
- D. keys to Allied Victory, conflicts over strategy
- E. decision to use the Atomic Bomb
- F. economic impact of war
- G. impact of war on Japanese Americans
- H. impact of war on African-Americans
 - 1. blacks in the armed forces
 - 2. continuation of northern migration
 - 3. A. Philip Randolph and the proposed "March on Washington"
 - 4. Executive Order #8802
- I. impact of war on women

X. Cold War and Its Impact on America

What assumptions shaped American foreign policy during the cold war?

What were the successes and limitations of the extension of American power?

- A. origins of the Cold War (U.S. and Soviet viewpoints)
- B. U. S. policy of containment
 - 1. Truman Doctrine
 - 2. Marshall Plan
 - 3. Berlin Crisis
 - 4. the "loss" of China
 - 5. NSC-68
 - 6. Korean War
 - 7. Cuban Missile Crisis
- C. the Cold War at home
 - 1. Truman's Loyalty Order
 - 2. McCarthyism
- D. case study: Vietnam
 - 1. escalating commitments of Truman, Eisenhower, Kennedy, and Johnson
 - 2. weapons and tactics of the U. S. and the Viet Cong
 - 3. credibility gap and protest at home
 - 4. Nixon and "Peace with Honor," the bombing of Cambodia
 - 5. impact of the war today
 - a) lessons learned by the U.S. military and politicians
 - b) current events in Vietnam and Cambodia

XI. Civil Rights Movement

What forces supported and opposed change?

What methods were used by activists to bring about change?

What Civil Rights issues continue to challenge America?

A. origins

1. review of reconstruction, Washington and DuBois, Jim Crow, and Plessey vs. Ferguson
2. great migration
3. World War II
4. Brown vs. Board of Education

B. early years

1. Montgomery Bus Boycott
2. Little Rock
3. SNCC and the sit-in movement
4. CORE and the Freedom Rides
5. March on Washington (1963)

C. later years

1. Civil Rights Acts
2. assassinations of JFK, RFK, MLK
3. Lyndon Johnson and the “Great Society”
4. long hot summers
5. Malcolm X
6. Black Panthers
7. affirmative action and busing controversies of the 1970’s
8. Rodney King and the L.A. riots (1992)
9. assessment of role of race in America today

D. A. impact on Women’s Movement, Youth Movement, Environmental Movement

XII. Recent American History

In what ways was America a divided nation at the end of the 20th century?

Is American liberty at stake in an age of global terrorism?

How 21st century globalism affect American Hegemony?

A. Richard Nixon

1. China policy and détente
2. Watergate scandal

B. Jimmy Carter

1. moralism in foreign policy
2. energy crisis and “malaise”

C. Ronald Reagan

1. SDI (“Star Wars”) and the end of the Cold War
2. “Reaganomics” and deficit spending

D. Post 9/11 America

OBJECTIVES

Adherence to the Massachusetts Social Studies Frameworks

Read purposefully – demonstrated by:

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

Write effectively – demonstrated by:

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

Communicate effectively – demonstrated by:

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

Identify, analyze, and solve problems – demonstrated by:

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

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

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

Work both independently and cooperatively with others – demonstrated by:

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

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

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

The specific content objectives of this course are as follows:

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

INSTRUCTIONAL MODEL

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

ASSESSMENT

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

RESOURCES / REFERENCES

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