

**HINGHAM PUBLIC SCHOOLS
SOCIAL STUDIES DEPARTMENT
CURRICULUM SUMMARY**

**GRADE 6:
WORLD GEOGRAPHY & CULTURES I (heterogenous)**

DESCRIPTIVE OVERVIEW

In line with the 2018 Massachusetts DESE History & Social Science Curriculum Framework, grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. The curriculum places a major emphasis on the diversity and multicultural contributions and connections of the development of early civilizations, as well as the interrelationships between geography and the historical, economic, political, and cultural development of the various regions. Grade 6 focuses on human origins, as well as the geography and early civilizations of Western Asia, North Africa, the Middle East, and Europe.

TOPIC OUTLINE

- Unit 1: Introduction to Social Studies
- Unit 2: Human Origins
- Unit 3: Geography of Western Asia, Middle East, and North Africa
- Unit 4: Ancient Mesopotamia
- Unit 5: Ancient Egypt
- Unit 6: Ancient Middle East & Abrahamic Religions
- Unit 7: Geography of Europe
- Unit 8: Ancient Greek Civilization
- Unit 9: Ancient Roman Civilization

LOOKING BACK, LOOKING AHEAD

Fourth graders studied the physical and political geography archaeology of the United States, Mexico, and Canada. Fifth graders learned about U.S. history from the colonial period through the Civil War and the 20th century Civil Rights Movement. Seventh graders will continue the study of World Geography and Civilizations, focusing on Oceania, Asia, Oceania, Sub-Saharan Africa, and Latin America.

GOALS

Hingham's Grade 6 social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2018), which incorporates the Massachusetts Curriculum Framework for Literacy. The primary goal of the social studies program is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

INSTRUCTIONAL MODEL

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

ASSESSMENT

Major themes in geography and world history are emphasized throughout the course. Critical thinking and analysis are also stressed in an appropriate manner that is suitable for sixth grade. Essay writing, oral reports, visual projects, creative writing assignments, and class discussions are utilized.

RESOURCES

World Geography and Ancient Civilizations I & II, Massachusetts Edition (McGraw Hill, 2020)

**HINGHAM PUBLIC SCHOOLS
SOCIAL STUDIES DEPARTMENT
CURRICULUM SUMMARY**

**GRADE 7:
WORLD GEOGRAPHY & CULTURES II (Levels 2, 3, 4)**

DESCRIPTIVE OVERVIEW

In line with the 2018 Massachusetts DESE History & Social Science Curriculum Framework, grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. The curriculum places a major emphasis on the diversity and multicultural contributions and connections of the development of early civilizations, as well as the interrelationships between geography and the historical, economic, political, and cultural development of the various regions. Grade 7 focuses on the geography and early civilizations of Oceania, Asia, Sub-Saharan Africa, and Central & South America. Levels may be combined with differentiated grading.

TOPIC OUTLINE

- Unit 1: Review of Social Studies Themes & Skills
- Unit 2: Oceania
- Unit 3: Central & South Asia
- Unit 4: Research Paper: Civilization Achievements
- Unit 5: East Asia
- Unit 6: Sub-Saharan Africa
- Unit 7: Europe
- Unit 8: Latin America

LOOKING BACK, LOOKING AHEAD

Fourth graders studied the physical and political geography archaeology of the United States, Mexico, and Canada. Fifth graders learned about U.S. history from the colonial period through the Civil War and the 20th century Civil Rights Movement. Sixth graders focused on the geography and history of Western Asia, North Africa, the Middle East, and Europe.

GOALS

Hingham's Grade 7 social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2018), which incorporates the Massachusetts Curriculum Framework for Literacy. The primary goal of the social studies program is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

INSTRUCTIONAL MODEL

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

ASSESSMENT

Major themes in geography and world history are emphasized throughout the course. Critical thinking and analysis are also stressed in an appropriate manner that is suitable for sixth grade. Essay writing, oral reports, visual projects, creative writing assignments, and class discussions are utilized.

RESOURCES:

World Geography and Ancient Civilizations I & II, Massachusetts Edition (McGraw Hill, 2020)

**HINGHAM PUBLIC SCHOOLS
SOCIAL STUDIES DEPARTMENT
CURRICULUM SUMMARY**

**GRADE 8:
U.S. HISTORY, GOVERNMENT, & CIVICS (Levels 2, 3, 4)**

DESCRIPTIVE OVERVIEW

This course focuses on the development of the United States and its democratic government and institutions. In addition to studying the political, economic, and social themes of early America, a major emphasis is placed on the Constitution, citizenship, and the American political system. Along with this content, students will continue to develop their reading, writing, and critical thinking skills, culminating in a formal research paper. Students will also participate in a student-led civics action project.

TOPIC OUTLINE

- Unit 1: American Foundations
- Unit 2: The American Revolution
- Unit 3: Origins of the Constitution
- Unit 4: The U.S. Constitution (Research Paper)
- Unit 5: Early Republic
- Unit 6: Growth of the U.S.
- Unit 7: Road to Conflict
- Unit 8: Civil War & Reconstruction
- Unit 9: The Constitution Today
- Unit 10: State & Local Government (Civics Project)

LOOKING BACK, LOOKING AHEAD

Fifth graders studied the U.S from the American Revolution to the Civil War and were introduced to the 20th century Civil Rights Movement. Sixth and seventh graders learned world geography and history, including the origins of democratic government in ancient Greece and Rome. High school students will study both World History and United States History to the present.

GOALS

Hingham's Grade 8 social studies curriculum is aligned with the Massachusetts History and Social Science Curriculum Framework (2018), which incorporates the Massachusetts Curriculum Framework for Literacy. The primary goal of the social studies program is to prepare students to be active and contributing citizens in the local, regional, national, and international community. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and the promotion of positive relations.

INSTRUCTIONAL MODEL

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

ASSESSMENT

Major themes in U.S. history and civics are emphasized in all levels of the course. Critical thinking and analysis are also stressed in an appropriate manner that is suitable for all three levels (advanced, upper standard and standard). Essay writing, oral reports, visual projects, creative writing assignments, and class discussions are utilized in all classes, as well as a research paper in all classes. A culminating civics action project is a major component of the course.

RESOURCES

- *Discovering Our Past: A History of the United States* (McGraw Hill, 2018)
- *United States & Massachusetts Government and Civic Life* (McGraw Hill, 2020)
- *Generation Citizen Curriculum Framework* (Generation Citizen, 2021)
- *We the People* (Center of Civic Education, 2017)
- *iCivics* (iCivics Inc., 2020)