

**HINGHAM SCHOOL COMMITTEE**  
**January 22, 2024 at 6:00 PM**  
**Central Meeting Room, 2nd Floor**  
**Town Hall**  
**210 Central Street**  
**Hingham, MA 02043**

**or Remote via Zoom**  
**Dial-in number: 1-929-205-6099**  
**Meeting ID: 822 5675 6780**  
**Passcode: 473272**  
**Website: <https://zoom.us/join>**

**MEETING AGENDA**

1. Call to Order
  
2. Approval of minutes
  - 2.1 Minutes of the School Committee meeting held on January 4, 2024
  - 2.2 Minutes of the School Committee meeting held on January 8, 2024
  - 2.3 Minutes of the School Committee meeting held on January 18, 2024

3. Questions and Comments

The Hingham School Committee encourages community engagement and welcomes questions and comments as agenda items are discussed at the meeting. In addition, we have set aside up to fifteen minutes at the beginning of this meeting for comments or questions that fall under the purview of the School Committee and are not already on tonight's agenda. If any guests wish to speak, please raise your hand, state your name and address, and address your comments to the Chairperson. Comments will be limited to 3 minutes per speaker and must relate to topics within the scope of responsibility of the School Committee. As established by the Massachusetts General Laws, the responsibilities of the School Committee are to (1) select and to evaluate the Superintendent, (2) review and approve budgets for public education in the district, and (3) establish educational goals and policies for the schools in the district. Speakers are encouraged to present their remarks in a respectful manner and to consider the privacy interests of others. The public comment period is not a time for debate or response to comments by the School Committee. The School Committee is not adopting or endorsing any of the comments made during the public comment period.

In addition to this public comment period, the School Committee practice provides time for questions and comments from the public on new business items on the agenda.

4. Superintendent's Report

5. Communications
  - 5.1 Communications Received by the Superintendent
  - 5.2 Student Communications
  - 5.3 Other Communications
  
6. Unfinished Business
  
7. New Business
  - 7.1 To honor student selected to represent the state as one of the U.S. Presidential Scholar nominees from Massachusetts
  - 7.2 To provide a budget overview for FY '25 for Elementary, Middle, High School, and Athletics
  - 7.3 To receive an update on the Middle School Program of Studies and act as appropriate
  - 7.4 To receive an update on the High School Program of Studies and act as appropriate
  - 7.5 To approve grants and donations and act as appropriate
  - 7.6 To approve surplus and act as appropriate
  
8. Subcommittee and Project Reports  
Warrants Signed
  
9. Other items as may not reasonably be known 48 hours in advance of the meeting
  
10. Adjourn to Executive Session not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:  
  
To approve minutes from the Executive Session held on January 8, 2023 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares  
  
To provide an update on negotiations with HEA Unit A, B, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

**FUTURE MEETINGS:**

January 29, 2024 at 7:00 PM Capital Outlay Meeting

February 5, 2024 at 6:30 PM School Committee Public Hearing on Budget and Vote on Budget and regular School Committee meeting

February 7, 2024 at 6:30 PM School Committee joint meeting with Select Board and Advisory Committee

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

## MINUTES OF THE HINGHAM SCHOOL COMMITTEE

January 4, 2024 at 4:30 PM

### Remote meeting via Zoom

The meeting was called to order at 4:30 PM by Chair Nes Correnti at which time she read the following statement regarding remote meetings:

CHAIR COMMENT: This meeting is being held remotely as an alternate means of public access pursuant to Chapter 20 of the Acts of 2021 temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

Members participating remotely: Chair Nes Correnti, Vice-Chair Michelle Ayer, Secretary Jen Benham, Kerry Ni, Tim Dempsey and Matt Cosman

Members absent: Alyson Anderson

Central Office Members participating remotely: Superintendent Dr. Margaret Adams

### Proposed Student Out of State Ski Trips

Superintendent Margaret Adams presented a proposal for three out of state trips for the Hingham Middle School Ski Club.

- On a motion by Michelle Ayer and seconded by Jen Benham

It was voted: To approve the out of state trips for the Hingham Middle School Ski Club for January 6, 2024, February 10, 2024 and March 9, 2024

Nes Correnti – aye

Michelle Ayer – aye

Jen Benham- aye

Kerry Ni - aye

Tim Dempsey - aye

Matt Cosman – aye

### Adjourn

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to adjourn at 4:40 PM

Nes Correnti – aye

Michelle Ayer – aye

Jen Benham- aye

Kerry Ni - aye

Tim Dempsey - aye

Matt Cosman – aye

Respectfully Submitted By: Jen Benham

## HINGHAM SCHOOL COMMITTEE

January 8, 2024

### MEETING MINUTES

#### **Called to Order at 6:30 PM**

School Committee Chair Nes Correnti called the meeting to order at 6:30 PM, and began by reading the following statement for those participating by zoom:

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

**School Committee members present:** Chair Nes Correnti, Vice-Chair Michelle Ayer, Secretary Jen Benham, Kerry Ni, Tim Dempsey, and Matt Cosman

**School Committee members participating remotely:** none

**School Committee members absent:** Alyson Anderson

**Central Office Members present:** Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, Executive Director of Business and Support Services Aisha Oppong, and Interim Executive Director of Student Services Dr. Barbara Cataldo

Also present: Executive Assistant Sherry Robertson and Student Advisory Committee representative Alex Doggett

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom. Harbormedia was also present and recording the meeting.

**Visitors present:** High School Principal Rick Swanson, KIA Director Jackie Sansone, Fine Arts Director Joanne Bellis, Foreign Language Director Erica Pollard, and members of the Advisory Committee Educational Subcommittee (ACES)

**Remote visitors:** There were approximately 18 remote attendees on Zoom.

#### **Approval of minutes:**

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on November 27, 2023

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on December 9, 2023

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on December 11, 2023

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on December 28, 2023

#### **Questions and Comments:**

none

#### **Superintendent's Report**

Dr. Adams provided an update to the School Committee on happenings in the district. Topics mentioned included: Preschool/ Pre-K Open Houses; Visual Art Display of Student work at Hingham Public Library; Multilingual Family Network; Aspen Family Portal; METCO 2.0; Facilities Projects; and an Enrollment Update.

#### **Student Communications**

Student Advisory Committee Representative Alex Doggett reported that the Student Advisory Committee will meet on January 9<sup>th</sup>. He also reported that about 100 students recently participated in a virtual field trip of Auschwitz in Social Studies class. He mentioned upcoming musical performances of the small musical ensemble, and that midterms will be coming up soon.

#### **Other Communications**

Vice-Chair Michelle Ayer mentioned that she recently attended an event hosted by the Hingham Arts Alliance with Hingham Alumni who spoke about their college experiences and careers in visual and performing arts.

#### **Unfinished Business**

##### **Policy JFAB- Enrollment of Children of Personnel**

Jen Benham explained this policy which may allow Hingham Public School Employees who work a minimum of 20 hours per week would be eligible to enroll their child for admission as a non-resident student in HPS Preschool or PreK. Specific conditions are outlined in the policy.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve Policy JFAB – Enrollment of Children of Personnel

### **CBI-Evaluation of Superintendent**

Kerry Ni explained the proposed changes to this policy were related to School Committee Members who participated in the superintendent goal setting process. Incoming and outgoing School Committee Members will both be asked to provide feedback however only the outgoing members would be responsible for completing the rubrics.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the changes to Policy CBI- Evaluation of the Superintendent

### **New Business**

#### **Student Trip to NYC in May 2024**

Director of Fine Arts Joann Bellis was present to request approval for a student trip to New York City for HHS Drama students. The trip will take place from May 17-19, 2024, and the students will have the opportunity to participate in theater workshops, visit sites in NYC, and experience professional theater.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the student trip to NYC in May of 2024

#### **Kids in Action (KIA) Programming Report**

KIA Director Jackie Sansone gave a presentation that included a representation of the day-to-day activities for students in the KIA program, as well as a comparison to the costs in other communities for extended day programs. She also discussed the growth in enrollment and the addition of staff as a result.

#### **KIA 2024-2025 Fees**

Executive Director of Business and Support Services Aisha Oppong presented a proposed fee schedule for the Kids in Action Program for the 2024-2025 school year.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the fee schedule for the Kids in Action Program for the 2024-2025 school year, as proposed by the Executive Director of Business and Support Services

#### **Elementary Spanish Immersion Exploration**

Foreign Language Director Erica Pollard provided to the Committee a summary of the progress of the exploratory committee that convened this fall to learn more about the process for the implementation of an elementary language immersion program. She explained that the exploratory committee cannot recommend the program at this time due to budget constraints, but provided recommendations of how it could be done at a later time, if it becomes economically feasible to do so.

#### **Community Service Requirement at HHS**

High School Principal Rick Swanson was present to continue the discussion that was presented last summer regarding the proposed community service graduation requirement. High School Council member and volunteer Katie Sutton was present as Mr. Swanson described the website Ms. Sutton has created for students to help them find service projects. The Committee discussed the proposal of making

the service hours a graduation requirement. No vote was taken and the Committee agreed to discuss the idea when the program of studies is discussed later in the month.

### **Activity Fee at HHS for 2024-2025**

Executive Director of Business and Support Services Aisha Oppong explained the district's proposal of a fee of \$100 for each student at Hingham High School for the 2024-2025 school year or budget FY25. She noted that the charge of \$100 matches the current amount collected at Hingham Middle School for an activity fee. The purpose of the fee is to fund all clubs and activities at Hingham High School. The Committee discussed the proposal, but no vote was taken.

### **Warrant Article re: Naming New Elementary School**

Dr. Adams discussed the results of the recent online survey of which the responses were included in the Committee's meeting packet.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the warrant article for Town Meeting regarding the proposed naming of the new elementary school to be Foster Elementary School

### **FY 25 Budget Overview**

Executive Director of Business and Support Services Aisha Oppong gave a presentation that included an introduction to the budget process, budget priorities, current budget drivers, financial and enrollment data, budget considerations, and the overall FY25 budget proposal.

### **Grants and Donations**

none

### **Declaration of Surplus**

none

### **Subcommittee and Project Reports/Warrants Signed**

- Matt Cosman reported that there is a HEF meeting tomorrow night, and that he will be scheduling a Special Education Subcommittee meeting soon.
- Tim Dempsey reported that the Educational Programming Subcommittee will be working on scheduling the next meeting.
- Kerry Ni reported that the Middle School Council met and she provided an update on upcoming Salary and Negotiations meetings
- Jen Benham mentioned a meeting of the South School Council.
- Nes Correnti reported on behalf of Alyson Anderson that the Hingham Arts Alliance recently hosted a panel of alumni to answer student questions, and that there will be a Climate Action Planning Committee meeting on January 10<sup>th</sup>.

**Other items as may not reasonable be known 48 hours in advance of the meeting**

**Easement on Downer Ave.**

Chris Carroll from the Conservation Department joined remotely and was part of the discussion regarding a utility easement on Downer Avenue at the location of the construction for the new elementary school.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to authorize the placement of utility easements necessary in connection with the new elementary school

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to authorize the chair of the School Committee to serve as the signatory on the maintenance of the easement

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to authorize the insertion of a warrant article to approve utility easement needed in connection with the construction of the new elementary school, at the upcoming town meeting

**ACES voted to adjourn at 9:21 PM.**



























































On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to adjourn to Executive Session at 9:21 PM not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:
- To approve minutes from the Executive Session held on December 18, 2023 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares
- To provide an update on negotiations with HEA Unit A, B, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Respectfully Submitted By: Jen Benham



Name ↑

 01.08.2024 Agenda.pdf 
 2.1 Minutes of the School Committee meeting held on November 27, 2023.pdf 
 2.2 Minutes of the School Committee held on December 9, 2023 Capital Tour.pdf 
 2.3 Minutes of the School Committee meeting held on December 11, 2023.pdf 
 2.4 Minutes of the Hingham School Committee held on December 28, 2023.pdf 
 Item 4.0 January 8, 2024 Superintendent's Report.pdf 
 Item 4.0 January_1_2024 Enrollment Summary.pdf 
 Item 4.1 01_05_2024 Personnel Report for School Committee.docx.pdf 
 Item 6.1 CBI - Evaluation of the Superintendent - DRAFT.pdf 
 Item 6.1 JFAB - Enrollment of Childent of Personnel - DRAFT.pdf 
 Item 7.1 Student Trip to NYC_May 2024.pdf 
 Item 7.2 Newsletter January 2024.pdf 
 Item 7.2 Planning Web January 22, 2024.pdf 
 Item 7.2 Today's Happenings 1_4.pdf 
 Item 7.3 KIA Tuition Comparisons - Sheet1.pdf 
 Item 7.3 Yearly Tuition Proposalscopy - Proposed 2024 - 2025.pdf 
 Item 7.4 Proposal for Implementation of a Spanish Immersion Program.pdf 
 Item 7.5 Community Service Memo 01-02-24.pdf 
 Item 7.5 HHS SAC Research - Community Service.pdf 
 Item 7.6 Activity Fee Request at HHS.pdf 
 Item 7.7 Naming of the New Elementary Second School Survey.pdf 
 Item 7.8 FY25 Budget Message.pdf 
 Item 7.8 January 8, 2024 SC - 1st meeting- FY25 Budget Presentation.pdf 
 Item 7.8 MOU with the Town.pdf 
 Item 8.0 Warrants.pdf 
 Item 9.0 Image of HINGHAM ES VERIZON EASEMENT.pdf 
 Item 9.0 Verizon Easement - 55 Downer Ave, Hingham - 1A6CL5V.pdf 
 Item 9.0 Warrant for Easement New Elementary School Building.pdf 
 Kids In Action Presentation.pptx 

## HINGHAM SCHOOL COMMITTEE

January 18, 2024

### MEETING MINUTES

#### **Called to Order at 7:00 PM**

School Committee Chair Nes Correnti called the meeting to order at 7:00 PM, and began by reading the following statement for those participating by zoom:

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**School Committee members present:** Chair Nes Correnti, Secretary Jen Benham, Kerry Ni, and Matt Cosman

**School Committee members participating remotely:** Vice-Chair Michelle Ayer and Alyson Anderson

**School Committee members absent:** Tim Dempsey

**Central Office Members present:** Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, and Executive Director of Business and Support Services Aisha Oppong

Also present: Executive Assistant Sherry Robertson

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom.

**Visitors present:** ACES Subcommittee member Brian Stack, Joe Griffin and Caitlin Kirk, HEA President Jacqueline Beaupre, Technology Director Joe Andrews, and Facilities Director Katie St. Clair

**Remote visitors:** There were approximately 3 remote attendees on Zoom.

#### **FY 25 Budget Overview**

Dr. Adams presented an overview of the FY 25 budget. She explained how specific items drive the budget such as contracts, substitutes, fuel costs, fees, and increases in student needs for services. She reviewed teacher salaries and per pupil expenditures, and how these numbers compare with benchmark communities. Executive Director of Business and Support Services Aisha Oppong explained the existing revolving accounts that are designated for specific purposes, and provided an overview of the summary of the budget comparing costs from the past two years with expected costs for FY25.

### **Teaching and Learning FY 25 Budget Overview**

Assistant Superintendent Kathryn Roberts reviewed curriculum and professional development highlights from the 2023-2024 school year. She also explained that professional development reimbursement will have an effect on the FY 25 budget, noting that course reimbursement, and mentoring stipend costs will increase with the new contract. She also noted anticipated costs for the 2024-2025 school year, such as piloting a new math program for K-5 during FY25.

### **Special Education FY 25 Budget Overview**

Interim Executive Director of Student Services Dr. Barbara Cataldo gave an update on Special Education enrollment data and costs. Dr. Cataldo explained that the out-of-district tuition costs are determined by the state.

### **Technology FY 25 Budget Overview**

Technology Director Joe Andrews gave a presentation that included a summary of the operating budget for technology and capital requests. He explained the needs such as updating the servers, and continuing the installation of Viewsonic Viewboards to replace outdated smart boards, as well as repair costs for existing hardware.

### **Facilities FY 25 Budget Overview**

Director of Facilities Katie St. Clair highlighted facility improvements done during the 2023-2024 school year. She reviewed the needs of each building and capital requests for the coming year.

### **Transportation FY 25 Budget Overview**

Executive Director of Business and Support Services gave a presentation that included a summary of the drivers of the transportation budget, the inventory of the department, and the capital requests for FY25.

### **Grants and Donations**

#### **Hingham Arts Alliance and Hingham Music Parents Association Grant**

The Committee received a memo from Fine Arts Director Joann Bellis regarding the notification that the Hingham Public Schools was successful in its application for a grant from the Hingham Arts Alliance and the Hingham Music Parents Association. The \$750 will be used to fund clinician fees for a workshop at Hingham Middle School designed to inspire and motivate middle school performers.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the Hingham Music Festival and Celebration 2024 Arts Alliance Grant in the amount of \$750.00.
  - Nes Correnti - aye
  - Michelle Ayer - aye
  - Jen Benham - aye
  - Kerry Ni - aye
  - Alyson Anderson - aye
  - Matt Cosman – aye

### **BSO/Isabella Stewart Gardner Arts Pathway Field Trip**

The Committee received a memo from Fine Arts Director Joann Bellis regarding the notification that the Hingham Public Schools was successful in its application for a grant amount totaling \$1,250 from the Hingham Arts Alliance. The Hingham grant award will be used to fund tickets and transportation for a field trip initiative of the Arts Pathway Program for students to attend the BSO/Isabella Stewart Gardner Arts Pathway Field Trip.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the grant from the Hingham Arts Alliance in the amount of \$1,250 to be used for the BSO/Isabella Stewart Gardner Arts Pathway Field Trip

Nes Correnti - aye

Michelle Ayer - aye

Jen Benham - aye

Kerry Ni - aye

Alyson Anderson - aye

Matt Cosman – aye

### **BAE Systems, Inc. FIRST Grant**

The Committee received a memo from K-12 Science Director Michelle Romano that the Hingham High School's FIRST Robotics Team was successful in its application for the BAE Systems, Inc. FIRST Grant. The BAE Systems, Inc. FIRST Grant, of \$2,000.00, will be applied to the Team 5000 Hammerheads FIRST dashboard account and will be used to cover registration and competition fees for the team to participate in this year's FIRST Robotics Competitions.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the BAE Systems, Inc. FIRST Grant Award in the amount of \$2,000

Nes Correnti - aye

Michelle Ayer - aye

Jen Benham - aye

Kerry Ni - aye

Alyson Anderson - aye

Matt Cosman – aye

### **East Elementary School Playground Project**

The Committee received a memo from East Elementary School Principal Jonathan Hawes seeking approval to update and install playground equipment on the East Elementary campus. Mr. Hawes' memo explained that the East School PTO already has \$65,000 and will be fundraising to raise the remaining funds needed to meet the approximate cost of \$95,000 for the project.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the donation of \$95,00 from the East Elementary PTO for the construction and installation of new playground equipment



Nes Correnti - aye  
Michelle Ayer - aye  
Jen Benham - aye  
Kerry Ni - aye  
Alyson Anderson - aye  
Matt Cosman – aye

**Other items as may not reasonable be known 48 hours in advance of the meeting**  
none



On a motion by Michelle Ayer and seconded by Jen Benham  
It was **voted** to adjourn to at 9:10 PM

Respectfully Submitted By: Jen Benham



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 01.18.2024 Agenda.pdf 



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 Item # 2.0 - FY25 Budget Presentation -1-18-24.pdf 



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 Item # 2.0 - Special Education Staffing FY24.pdf 



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 Item # 2.1 - FY 25 Budget Summary Report.pdf 



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 Item # 2.2 - FY 24-25 - School Enterprise Funds Rollforwards.pdf 

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 Item # 2.3 FY 24-25 Grant & Revolving Analysis.pdf 



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 Item # 3 - 2023 Arts Alliance Grant - HPS Fine Arts Memo - Google Docs.pdf 

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 Item # 3 - 2024 Arts Alliance Grant, HPS Fine Arts Memo, 1\_11\_24 - Google Docs.pdf 

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 Item #3 - 2024 BAE Systems FIRST Grant HPS Science Memo - Google Docs.pdf 

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 Item #3 - Playground Memo - Google Docs.pdf 

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# HINGHAM PUBLIC SCHOOLS

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**Margaret Adams, Ed.D.**  
Superintendent of Schools

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: January 22, 2024

The following are some updates for the school committee on happenings in the district.

## **Elementary Report Cards**

This week, our elementary families will receive report cards for their students for the first half of the school year via the Aspen Family Portal. We will send emails to remind families that they must log in to the Aspen Family Portal to access the report cards electronically. We will also be sending an email with login information for any family who has not registered to the Family Portal with login information.

## **Preschool/Pre-Kindergarten Open Houses**

We continue registration for the Kids in Action and Integrated Preschool/Pre-Kindergarten programs. The lottery for both programs is planned for February 5, 2024 at 9 AM at Town Hall. Registration information for the program is available on the Hingham Public Schools website.

## **Kindergarten Registration**

Kindergarten Registration materials are now available online on the Hingham Public Schools website. We held an open house on January 17th and were glad to welcome so many new families to Hingham Public Schools. Families are asked to return the kindergarten registration packets to their prospective school between February 5 and February 16.

## **High School Chorus Mattress Fundraiser**

Hingham High School Chorus Department is holding its inaugural "Mattress Fundraiser" on Sunday, January 28th. In addition to mattresses, There will also be a lineup of pillows, sheets, mattress protectors, weighted blankets, and other products the day of sale as well.

Please come check it out, see the attached flyers, and take a peek of what to expect:

<https://TheMattressFundraiser/Beds4Hingham>

## Student Attendance

In response to a focus by the DESE on increasing student attendance statewide, the Leadership Team has been reviewing student attendance for the first half of the year. Almost 1 in 4 Massachusetts students missed 18 or more school days in 2022-23.

Principals have been reviewing students who have been chronically absent to determine strategies for how we can support individual families and students. Students are considered chronically absent if they have missed more than 10% of the school year.

The state has identified Attendance Priority Schools if their 2022-23 chronic absenteeism rate was higher than the pre-pandemic (2018-19) statewide chronic absenteeism for that school's grade span (elementary school, middle school, high school, K-8, or 7-12) unless the school decreased their chronic absenteeism rate by 50 percent or more between the 2021-22 and 2022-23 school years. Here are the chronic absenteeism rates for 2021-2022 and 2022-2023 school year compared to the post-pandemic year of 2018-2019. The state has identified Hingham Middle School as an Attendance Priority School.

School	SY2019	SY22	SY23	Targeted School
East	6.5	17.8	8.6	No
Foster	3.9	10.5	6.8	No
PRS	5.2	9.5	6.5	No
South	2.9	10.6	7.9	No
HMS	5.4	15.4	13.4	Yes
HHS	6.7	13.2	9.8	No

The chronic absenteeism rate by the school as of January 19, 2024, identifying the percentage of students who have missed more than 10% of the school year so far, is as follows:

- East-8.0%
- Foster-9.7%
- Plymouth River-5.5%
- South-7.0%
- HMS-11.6%
- HHS-9.5%

The following are some reasons attendance is so important:

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- For elementary students, missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.

- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th-grade test scores.





# HINGHAM PUBLIC SCHOOLS

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**Margaret Adams, Ed.D.**  
Superintendent of Schools

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Acknowledgement of U.S. Presidential Scholar

Date: January 22, 2024

We are excited to acknowledge Honora Andrews, a Hingham High School student, who has been selected by Commissioner Jeffrey C. Riley to represent the state as one of the U.S. Presidential Scholar nominees from Massachusetts. The review team at DESE was impressed with Honora's submission and reported that they are proud to have them represent Massachusetts as one of the nominees for this prestigious award.

The U.S. Presidential Scholars Program was established in 1964, by executive order of the President, to recognize and honor some of our nation's most distinguished graduating high school seniors. Each year up to approximately 160 students from across the country are named by the U.S. Department of Education (U.S. DOE) as Presidential Scholars, one of the nation's highest honors for high school students.

Scholars are chosen based on their accomplishments in many areas — academics, leadership, and involvement in their school and the community and represent excellence in education and the promise of greatness in America's youth. U.S. Presidential Scholars are honored for their accomplishments during the National Recognition Program each June and to commemorate their achievement, the Scholars are awarded the Presidential Scholars Medallion.

Honora Andrews will be invited by the program's U.S. Department of Education (USED) national review team to complete a new application to be considered for the U.S. Presidential Scholar Award. We understand that the application will be sent to the student's email and home address the week of January 18, 2024. For more details on program timing, see this [DESE webpage](#).

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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CERTIFICATE OF  
RECOGNITION

Presented to

**Honora Andrews**

*From Hingham High School*

---

*was selected to represent Massachusetts as a  
2024 U.S. Presidential Scholar Nominee*

You have been recognized for your outstanding accomplishments in the General award category.  
Congratulations on being recommended by your school, and then selected by the  
Massachusetts Department of Elementary and Secondary Education as one of the Massachusetts nominees.  
Best wishes on the next stage of the selection process conducted at the national level by the U.S. Department of Education.



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JEFFREY C. RILEY  
Commissioner



December 2023

Hingham Public Schools

# FY 25 Budget Presentation





# Leadership Team's Budget Priorities

## **Student Services**

- Provide systems, structures, and programs in the Student Services Department in collaboration with efforts to strengthen MTSS which address diverse social-emotional, behavioral health, and academic needs.

## **Multi-Tiered System of Social Emotional and Academic Supports**

- Strengthen tiered systems of support for social-emotional learning and academics through staffing, schedules, professional development, high-quality instruction and curriculum to support the wellness, mental health, and academic needs of all students.



# Leadership Team's Budget Priorities

## **Professional Development**

- Promote and support strategic initiatives through aligned, relevant professional development. Continue to advance educator capacity to employ best practices, including Universal Design for Learning and implementation of high-quality tiered curriculum and wellness supports.

## **Facilities & Technology**

- Provide access to safe, welcoming and well-maintained facilities, with reliable, high-quality technology, to create a learning environment that is supportive of students' academic and social-emotional development.

# Hingham Together

Navigating Our Future

## Our Mission

Together with students, staff, families and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community

## Our Vision

All students will embark on a lifelong learning journey to flourish with empathy and confidence

## Our Core Values

## Strategic Objectives



**Spoke #1:** Culture of Collaboration and Community



**Spoke #2:** Culturally Responsive Teaching and Learning



**Spoke #3:** Healthy, Equitable, and Inclusive Communities



**Spoke #4:** Capital and Finance



**Spoke #5:** Human Resources and Leadership



**Community  
Well-being**



**Student  
Centered**



**Innovative  
Learning**



**Inclusivity  
and  
Belonging**



**Lifelong  
Learning**



**Personal  
Excellence**



**Civic  
and Global  
Responsibility**



# Current Budget Drivers

## Implement Strategic Plan

### Meet Contractual Obligations

- Several union contractual agreements have expired in August 2023.
- Meet contractual obligations to provide for increased tuition reimbursement.

### Increased Substitute Costs

### Increased Fuel Costs

- Natural gas costs have doubled.
- HMLP is increasing rates 6% as of June 2023 and an additional 6% as of June 2024.

### Increased Fees

- District will increase athletics, rentals, activities fees, Kids In Action (after-school and PreK) fees.



# Current Budget Drivers

## Increased Student Needs

- The estimated cost for increase special education including out of district tuitions and contracted services is expected to be \$1.6 million.
- Operational Service Division provides every year an estimated rate of inflation for planning Approved Private Special Education program. The increase for FY25 has been set at 4.69%.
- For the Fiscal Year 2024, their analysis resulted in an estimate rate of 14%. For further context, from FY11 through FY23, the average tuition increase was 1.87% with a low of 0.75% to a high of 2.72%.





# Current Budget Drivers

## Increased Student Needs

- Budget for three Speech and Language Pathologists into district budget. These were previously funded via contracted services. In addition, the district currently still has two other contracted services providers.
- Two Team Chairs-currently funded via IDEA. In FY25, the positions need to be moved into district budget.
- Increased need for contracted services for psychologists for testing for initial referrals.
- Increased need for BCBA support to meet SEL needs of students.



# Increase in Student Needs

- **Research from speech and language pathologists indicate increased needs nationwide in needs of students.**
  - In a April 2023 poll of more than 1000 ASHA member showed that nearly 80% of speech-language pathologists were seeing more children with delayed language or diagnosed language disorders than before the pandemic. Nearly 4 out of 5 SLPs reported treating more children with social-communication difficulties than before the pandemic.
  - Researchers at health-analytics company Truveta considered 2.5 million children under 5, and found that for each year of age, first time speech delay diagnosis increased by an average of 1.6 times between 2018-2019 and 201-2022. The highest increase was among 1-year-olds.



# Increase in Student Needs

- **Research nationwide also indicate increased needs for social emotional learning and behavioral health needs of students.**
  - The findings, part of the MYRIAD (My Resilience in Adolescence) study and published in the journal JAMA Network Open, show: Young people who went through the pandemic were more likely to experience increased depression, social, emotional and behavioral difficulties and worsening general mental well-being. Oct 4, 2023
  - It was determined that the disabled child lost the skills he/she/they learned during the COVID-19 process; his/her/their health was adversely affected; there were disruptions in the education process; behavioral problems began; and he/she/they experienced social isolation. Apr 10, 2023
  - There has been an increase in children with developmental delays, learning disabilities, and behavioral disorders that may be a sequela of multiple changed experiences during the early years of the COVID-19 pandemic for a child who may have already had some underlying risk. Jun 6, 2023



# Preliminary Town Forecast

## FIVE-YEAR PRELIMINARY FORECAST

SOURCES	ACTUALS FY2023	ESTIMATE FY2024	FORECAST FY2025	FORECAST FY2026	FORECAST FY2027	FORECAST FY2028	FORECAST FY2029
<b>Tax Levy</b>							
Prior Year Levy (before excluded debt)	89,363,478	92,360,198	103,368,500	106,692,712	110,140,030	113,543,531	117,032,119
2.5% increase	2,234,087	2,309,005	2,584,212	2,667,318	2,753,501	2,838,588	2,925,803
New growth	762,633	808,830	740,000	780,000	650,000	650,000	650,000
Override	0	7,890,467	0	0	0	0	0
Debt exclusions (net of Stab + CPCDS)	3,506,882	5,910,437	7,879,316	9,931,609	10,653,831	11,306,533	11,156,606
<b>Total Tax Levy</b>	<b>95,867,080</b>	<b>109,278,937</b>	<b>114,572,028</b>	<b>120,071,639</b>	<b>124,197,362</b>	<b>128,338,652</b>	<b>131,764,528</b>
<b>Other Revenue</b>							
State Aid (1.5% FY25-29)	10,475,993	10,699,148	10,859,635	11,022,530	11,187,868	11,355,686	11,526,021
Local Receipts (2.5% FY25-29)	13,643,507	11,963,849	12,367,480	12,676,668	12,993,584	13,318,424	13,651,384
Fund Balance/Federal Funds	3,785,882	404,000	0	0	0	0	0
SSCC	2,011,444	2,754,998	2,629,188	2,629,188	2,629,188	2,629,188	2,629,188
Weir River Water System	12,886,913	14,154,255	14,185,293	14,185,293	14,185,293	14,185,293	14,185,293
Sewer	4,199,982	4,084,483	3,728,694	3,915,129	4,110,885	4,316,429	4,532,251
Light Plant (\$450K Min.)	476,957	500,000	500,000	500,000	500,000	500,000	500,000
Stabilization Fund	178,836	178,836	178,836	178,836	178,836	178,836	178,836
CPCDS Stabilization Fund (for Foster/PSF)	0	0	1,000,000	3,000,000	2,000,000	1,000,000	0
Capital Stabilization Fund	0	0	0	0	0	0	0
Tax Mitigation Stabilization Fund	0	0	0	0	0	0	0
Opioid Settlement Funds	0	250,577	192,401	0	0	0	0
Excess Overlay	620,000	150,000	0	0	0	0	0
Municipal Waterways Fund	125,000	144,000	0	0	0	0	0
<b>Total Other Revenue</b>	<b>48,404,514</b>	<b>45,284,146</b>	<b>45,641,528</b>	<b>48,107,643</b>	<b>47,785,654</b>	<b>47,483,856</b>	<b>47,202,973</b>
<b>Total Sources</b>	<b>144,271,594</b>	<b>154,563,083</b>	<b>160,213,556</b>	<b>168,179,282</b>	<b>171,983,016</b>	<b>175,822,508</b>	<b>178,967,501</b>
<b>USES</b>							
State Assessments (5% FY25-29)	1,209,365	1,170,095	1,228,600	1,290,030	1,354,531	1,422,258	1,493,371
Overlay	850,000	850,000	850,000	850,000	850,000	850,000	850,000
Other expenses / deficits	0	100,000	100,000	100,000	100,000	100,000	100,000
<b>Total</b>	<b>2,059,365</b>	<b>2,120,095</b>	<b>2,178,600</b>	<b>2,240,030</b>	<b>2,304,531</b>	<b>2,372,258</b>	<b>2,443,371</b>
<b>Appropriations</b>							
Capital Outlay (+\$100k FY25-29)	117,015,706	3,308,498	4,282,477	3,400,000	3,500,000	3,600,000	3,700,000
Article 6	131,539,189	147,534,365	155,373,963	164,971,473	170,137,297	175,443,902	179,870,586
Article 4 (3.5% FY25-29)	0	302,497	313,084	324,042	335,384	347,122	359,272
<b>Total appropriation</b>	<b>134,847,687</b>	<b>152,119,339</b>	<b>159,087,047</b>	<b>168,795,516</b>	<b>174,072,681</b>	<b>179,491,024</b>	<b>184,029,857</b>
<b>Total Uses</b>	<b>136,907,052</b>	<b>154,239,434</b>	<b>161,265,647</b>	<b>171,035,545</b>	<b>176,377,212</b>	<b>181,863,282</b>	<b>186,473,228</b>
<b>EXCESS (Shortfall)</b>	<b>7,364,542</b>	<b>323,650</b>	<b>(1,052,091)</b>	<b>(2,856,263)</b>	<b>(4,394,196)</b>	<b>(6,040,774)</b>	<b>(7,505,726)</b>



# Review of Memorandum of Understanding

- MOU or 4 year commitment to maintain cost increases at a specific rate.
- Annual operating budget growth for the School Department will be capped at 3.5% after FY24.
- If the projected annual increase for OOD tuition and special education contracts is at or below 2.0% for a given fiscal year, then the budget for those line items will increase to match the anticipated growth.
- If the projected annual increase for OOD tuition and special education contracts is above 2.0%, those line items will be budgeted at 2.0% within the School budget and any variance in costs above that amount will be paid through the Reserve Fund process if the School operating budget or any applicable grants are insufficient to cover these expenses.



# Impact of MOU on School Budget

- 3.5% cap on the school and town budget was determined by the Budget Sustainability Task Force.
- The School Committee, Select Board, Advisory, and Town Meeting agreed to the cap for future spending.
- It was understood that financial challenges of increased costs including personnel, special education, and energy costs would result in a deficit in the FY25-28.



# Impact of MOU on School Budget

“Financial limitations in FY25-28 may require the Town to prioritize the utilization of available resources, which may leave certain programs and activities funded at lower levels than desired or not funded at all. The Town Administrator and School Superintendent will be responsible for those prioritizations/cuts for the municipal and school departments, respectively, if needed.”

Hingham Public Schools

# Elementary Schools



**Presented by: Elementary Principals**





# Elementary Budget Priorities and Considerations

- Analyze MTSS structures and resources to maximize impact of available staff.
- Evaluation of curriculum materials, supplies and technology applications.
- Maintain Professional Learning Communities (PLC) to support professional development.



# Elementary Impact of Budget

- Allow continued implementation of the MTSS model for academic:
  - Daily prescriptive intervention (small group targeted intervention)
  - Coordination amongst specialists (reading, literacy, math), interventionist and classroom teachers
  - Content area Coaching (writing, reading, literacy, math)
  - Acceleration of student learning
- Conscious decisions to maintain social emotional learning supports
- Support the district's strategic plan/school improvement plans and provide for professional development and coaching of teachers
- Maintain current class sizes in order to keep teacher to student ratio lower



# FY24 Student to Staff Ratios

<b>Grade</b>	<b>East</b>	<b>Foster</b>	<b>PRS</b>	<b>South</b>	<b>Total</b>
<b>Kindergarten</b>	21 (3)	21 (3)	14.66 (3)	18 (4)	18.67 (13)
<b>Grade One</b>	21.25 (4)	22 (3)	17.5 (4)	21 (4)	20.43 (15)
<b>Grade Two</b>	19.75 (4)	18 (3)	19.33 (3)	23.25 (4)	20 (14)
<b>Grade Three</b>	23.33 (3)	22 (3)	19.66 (3)	19.5 (4)	21.11 (13)
<b>Grade Four</b>	19.25 (4)	19.25 (4)	22 (3)	19.75 (4)	20.06 (15)
<b>Grade Five</b>	18 (4)	21.67 (3)	20.33 (3)	17.4 (4)	19.44 (14)
<b>Total</b>	20.9 (22)	21.1 (19)	18.8 (19)	19.6 (24)	19.9 (84)

Hingham Public Schools

# East Elementary



**Presented by: Jonathan Hawes, Principal**



# East Elementary School Improvement Goals

**Goal 1:** Increase understanding of educational programming and provide for increased community connections, as measured by ongoing stakeholder feedback and surveying of staff, students, and families.

**Goal 2:** Analyze student performance data, identify instructional and intervention groupings, and regularly monitor student progress in an effort to ensure student success (measured throughout 22-23 school year).

**Goal 3:** Establish a safe and inclusive environment through regular Social-Emotional training

**Goal 4:** Promote diversity, equity, and inclusion through coordinated efforts to increase cultural exposure and provide staff with tools to support students.



# East Elementary -Level Service Budget

Budget Code	Account Description	FY 2025 Budget	FY 2024 Budget	FY 2023 Actual Expenditure
R2200	Administration	\$ 397,249	\$ 382,913	\$ 372,882
R2300	Teaching	3,562,340	3,059,429	3,272,012
R2400	Textbooks	36,940	48,650	30,517
R2410	Instructional Technology	11,300	10,297	12,200
R2500	Library	119,077	117,284	114,525
R3200	Nursing	97,402	97,479	91,488
R4110	Custodial	216,929	201,214	176,402
R4120	Heating of Buildings	90,970	49,850	45,485
R4130	Utilities	133,147	126,465	117,241
S2300	Special Ed Instruction	2,557,159	1,847,622	1,513,098
S2700	Counseling	171,609	125,080	148,526
S2800	Psychological Services	129,785	157,292	140,170
<b>Grand Total</b>		<b>\$ 7,523,907</b>	<b>\$ 6,223,575</b>	<b>\$ 6,034,546</b>
<b>Revolving</b>		<b>(234,298)</b>	<b>(237,655)</b>	
<b>Net Budget</b>		<b>\$ 7,289,609</b>	<b>\$ 5,985,920</b>	



# East Elementary- Student Population (K-5)

Subgroup	Number of Students	% Population of the School
ELLs	2	0.45%
Special Education Students	69	15.58%
504 Plans	40	9.03%
High Needs	121	27.40%
Total Student Population	443	100%



# East Elementary Staffing

<b>Classroom Teachers</b>			
<b>Grade</b>	<b>Number of Students</b>	<b>Teachers</b>	<b>Students: Staff</b>
PreK	86	5	17:1
Grade K	65	3	22:1
Grade 1	84	4	21:1
Grade 2	79	4	20:1
Grade 3	68	3	23:1
Grade 4	76	4	19:1
Grade 5	71	4	18:1
Totals	529	27	20:1



Hingham Public Schools

# Foster Elementary



**Presented by: Matt Scheufele, Principal**



# Foster School Improvement Goals

## School Improvement Goals /District's Strategic Plan

- Goal #1 Culture of Collaboration and Community: Throughout the 2022-2024 school year the principal will engage in two-way communication in regard to the Foster Building Project as measured by surveys, newsletters, and opportunities for parents to meet with the administrator to collaborate.
- Goal #2 Culturally Responsive Teaching and Learning: Foster Elementary School will implement a high-quality MTSS system that meets the needs of the students in Tier I, Tier II, and Tier III. Success will be measured by 80% of the students on grade level as measured by the IReady assessment in Math and Reading.
- Goal #3 Healthy, Equitable, and Inclusive Communities: The Foster School Community will create a robust PBIS system to respond to the social-emotional needs of our students in school. By the end of the 2024 school year, 80% of student referrals to the office will be no more than one referral to the office.
- Goal #4 Culturally Responsive Teaching and Learning: We will ensure student success through an aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction through the ISIT, 504, and IEP processes.



# Foster Elementary

Budget Code	Account Description	FY 2025 Budget	FY 2024 Budget	FY 2023 Actual Expenditure
R2200	Administration	\$ 418,324	\$ 402,581	\$ 467,683
R2300	Teaching	3,458,407	3,188,864	3,358,262
R2400	Textbooks	33,990	51,137	33,030
R2410	Instructional Technology	6,920	10,407	5,770
R2500	Library	91,533	86,246	70,240
R3200	Nursing	118,340	112,384	106,767
R4110	Custodial	215,696	147,693	118,000
R4120	Heating of Buildings	108,139	104,989	77,721
R4130	Utilities	89,277	73,262	60,345
S2300	Special Ed Instruction	1,059,325	1,167,092	823,114
S2700	Counseling	256,441	122,504	144,271
S2800	Psychological Services	124,913	164,842	153,120
<b>Grand Total</b>		\$ 5,981,305	\$ 5,632,001	\$ 5,418,323
<b>Revolving</b>		(234,298)	(208,881)	
<b>Net Budget</b>		\$ 5,747,008	\$ 5,423,120	



# Foster Elementary - Student Population

Subgroup	Number of Students	% Population of the School
ELLs	6	1.53%
Special Education Students	80	20.41%
504 Plans	40	10.20%
High Needs	67	17.09%
Total Student Population	392	100%



# Foster Elementary Staffing

<b>Classroom Teachers</b>			
<b>Grade</b>	<b>Number of Students</b>	<b>Teachers</b>	<b>Students: Staff</b>
PreK	20	2	10:2
Grade K	65	3	22:1
Grade 1	64	3	21:1
Grade 2	55	3	18:1
Grade 3	67	3	22:1
Grade 4	78	4	20:1
Grade 5	63	3	21:1
Totals	412	21	20:1

Hingham Public Schools  
**Plymouth River**



**Presented by: Gregory Lamothe, Principal**



# PRS School Improvement Goals

- Goal 1: ACADEMICS: Implementing the new schedule built across the 4 elementary schools while configuring the MTSS schedule to help build upon and improve the skills of all students.
  - *Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction*
- Goal 2: SOCIAL-EMOTIONAL - Improve and support the social-emotional skills of all students to ensure growth within social-emotional, behavioral and academic domains.
  - *Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction*
- Goal 3: CONNECTIONS: Build and grow a healthy, equitable and inclusive community that strengthens a school culture to allow for social, emotional, physical, and academic wellness for all students, staff and anyone with a connection to the PRS community
  - *Aligned with Hingham Public Schools Strategic Plan - Spoke #1: Culture of Collaboration and Community Strategic Objective: Create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging*
  - *Aligned with Hingham Public Schools Strategic Plan - Spoke #3: Healthy, Equitable, and Inclusive Communities Strategic Objective: Cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness*
- Goal 4: Universal Design for Learning (UDL) - Increase the depth of understanding and implementation of UDL practices that will help support students' ability to show what they have learned or how information is presented to them in various ways.
  - *Aligned with Hingham Public Schools Strategic Plan - Spoke #2: Culturally Responsive Teaching and Learning Strategic Objective: Ensure student success through aligned, high-quality PK-12+ curriculum, innovative research-based practices, and data-informed instruction*
  - *Strategic Objective: Explore & implement research-based innovative instructional practices - Implement Universal Design for Learning, provide staff professional development, and support Universal Design for Learning practices in classroom settings*



# Plymouth River Level Service Budget

Budget Code	Account Description	FY 2025 Budget	FY 2024 Budget	FY 2023 Actual Expenditure
R2200	Administration	\$ 390,839	\$ 386,041	\$ 413,984
R2300	Teaching	3,232,839	2,804,853	2,781,616
R2400	Textbooks	32,190	46,193	31,676
R2410	Instructional Technology	3,420	11,733	10,378
R2500	Library	123,795	121,629	119,698
R3200	Nursing	99,576	96,786	26,977
R4110	Custodial	222,076	209,856	137,822
R4120	Heating of Buildings & Utilities	158,875	121,488	138,835
R4210	Grounds	-	-	6,200
S2300	Special Ed Instruction	1,168,733	1,040,153	930,353
S2700	Counseling	214,720	125,080	147,752
S2800	Psychological Services	127,225	208,034	195,684
<b>Grand Total</b>		<b>\$ 5,774,288</b>	<b>\$ 5,171,846</b>	<b>\$ 4,940,975</b>
<b>Revolving</b>		<b>(163,636)</b>	<b>(190,764)</b>	
<b>Net Budget</b>		<b>\$ 5,610,652</b>	<b>\$ 4,981,082</b>	





# Plymouth River- Student Population

Subgroup	Number of Students	% Population of the School
ELLs	6	1.68%
Special Education Students	62	17.32%
504 Plans	27	7.55%
High Needs	86	24.02%
Total Student Population	358	100%



# PRS Elementary Staffing

<b>Classroom Teachers</b>			
<b>Grade</b>	<b>Number of Students</b>	<b>Teachers</b>	<b>Students: Staff</b>
Grade K	44	3	14.66 (3)
Grade 1	70	4	17.5 (4)
Grade 2	58	3	19.33 (3)
Grade 3	59	3	19.6 (3)
Grade 4	66	3	22 (3)
Grade 5	61	3	20.63 (3)
Totals	358	19	18.8 (19)

Hingham Public Schools

# South Elementary



**Presented by: Mary Eastwood, Principal**



# South Improvement Goals

**Goal 1:** To continue to encourage academic excellence for all South School students

**Goal 2:** To continue to provide opportunities to develop students' physical and emotional well-being and awareness of social responsibilities

**Goal 3:** To continue family/community awareness of existing and new supplemental activities that take place throughout the school

**Goal 4:** To continue to promote communication, support, and collaboration with parents and community

**Goal 5:** To continue to increase awareness of safety in and around the school.



# South Elementary Level Service Budget

Budget Code	Account Description	FY 2025 Budget	FY 2024 Budget	FY 2023 Actual Expenditure
R2200	Administration	\$ 403,346	\$ 386,745	\$ 411,632
R2300	Teaching	3,782,175	3,424,315	3,460,884
R2400	Textbooks	37,540	52,863	36,638
R2410	Instructional Technology	10,240	8,656	10,485
R2500	Library	123,252	123,549	121,556
R3200	Nursing	122,737	120,170	117,804
R4110	Custodial	214,147	150,116	237,965
R4120	Heating of Buildings	100,000	78,628	48,880
R4130	Utilities	125,018	94,991	101,445
S2300	Special Ed Instruction	1,722,536	1,610,734	1,155,804
S2700	Counseling	188,079	122,433	144,271
S2800	Psychological Services	125,992	176,446	161,991
<b>Grand Total</b>		<b>\$ 6,955,062</b>	<b>\$ 6,349,646</b>	<b>\$ 6,009,355</b>
<b>Revolving</b>		<b>(267,769)</b>	<b>(262,700)</b>	
<b>Net Budget</b>		<b>\$ 6,687,293</b>	<b>6,086,946</b>	



# South Elementary- Student Population

Subgroup	Number of Students	% Population of the School
ELLs	15	3.04%
Special Education Students	94 (Includes RISEI/II)	19.03%
504 Plans	46 (Includes allergies and health issues)	9.31%
High Needs	112	22.67%
Total Student Population	494	100%



# South Elementary Staffing

Classroom Teachers			
Grade	Number of Students	Teachers	Students: Staff
PreK			
Grade K	73	4	$73/4= 18.25$ (4)
Grade 1	84	4	$84/4= 21$ (4)
Grade 2	94	4	$94/4= 23.5$ (4)
Grade 3	77	4	$77/4=19.25$ (4)
Grade 4	79	4	$79/4= 19.75$ (4)
Grade 5	87	4	$87/4= 21.75$ (4)
Totals	494		

Hingham Public Schools

# Student Staff Ratios 6-12







# FY24 Student to Staff Ratios

Department	Hingham Middle School	Hingham High School
ELA	18.2 (45 sections-includes 4 STEM/Lit sections)	18.9 (71 sections)
Family and Consumer Science	16.1 (34 sections)	14.9 (18 sections)
Health	13.9 (40 sections)	19.6 (14 sections)
History	18.6 (32 sections)	16.9 (80 sections)
Math	15.1 (44 sections)	17.0 (72 sections)
Math Lab	6.1 (14 sections)	NA
Physical Education	17.0 ( 48 sections)	19.2 (18 sections)
Reading Lab/Specialized Reading	11.8 (27 sections)	4 (2 sections)
Science	19.3 (32 sections)	19.8 (60 sections)
Science Lab	NA	15.9 (9 sections)
Technology	15.9 (34 sections)	7.2 (29 sections)
World Language	14.5 (51 sections)	15.2 (65 sections)
Visual and Performing Arts	16.8 (75 sections)	15.3 (24 sections)

Hingham Public Schools

# Hingham Middle School



**Presented by: Derek Smith, Principal**



# Middle School Budget Priorities and Considerations

- The middle school is currently experiencing reduced enrollment.
- At the same time, the number of students with special education needs has increased at the middle school requiring changes in scheduling and inclusion staffing.
- There is a desire to improve enrollment and participation in elective offerings, specifically at grades seven and eight.
- Eighth grade teaming is planned for the 2024 -2025 academic year.
- There is a need to maintain and strengthen MTSS for math, literacy, and social emotional learning.
- HMS has a commitment to continue to support the increased SEL needs of all learners.



# HMS School Improvement Goals

Goal 1: HMS will create partnerships between home, school, and community through effective two-way communication to ensure an inclusive culture and a sense of belonging as measured by student and parent surveys to be administered in the spring, as well as data collected in the SDQ.

***Aligns with Strategic Plan Spoke 1***

Goal 2: HMS will ensure student success and work to close the achievement gap for students with disabilities and students in the high-need subgroup through aligned, high-quality curriculum, innovative research-based practices, and data-informed instruction as measured by state and local assessments with a target of 70% of students meeting or exceeding expectations on mathematics MCAS assessments.

***Aligns with Strategic Plan Spoke 2***

Goal 3: HMS will cultivate equitable and inclusive environments that promote a sense of belonging to allow for social, emotional, physical, and academic wellness as measured by data collected using the fall and spring administration of the SDQ in grades 6 through 8 and the YRBS administered in the spring for grade seven students.

***Aligns with Strategic Plan Spoke 3***



# Hingham Middle School

Budget Code	Account Description	FY 2025 Budget	FY 2024 Budget	FY 2023 Actual Expenditure
R2200	Administration	\$ 579,828	\$ 561,370	\$ 553,748
R2300	Teaching	7,623,640	7,064,359	7,229,647
R2400	Textbooks	32,858	59,379	73,764
R2410	Instructional Technology	4,500	26,236	13,047
R2500	Library	151,241	145,810	136,233
R2700	Guidance	631,435	462,391	573,277
R3200	Nursing	192,316	180,239	172,945
R3520	Student Activities	76,000	75,111	1,798
R4110	Custodial	406,027	349,312	397,244
R4120	Heating of Buildings	175,000	106,780	83,373
R4130	Utilities	150,487	246,725	195,958
R4230	Repairs & Maintenance	14,836	21,576	10,000
S2300	Special Ed Instruction	2,041,128	1,966,246	1,408,223
S2700	Counseling	223,186	215,987	117,924
S2800	Psychological Services	166,274	297,360	118,568
<b>Grand Total</b>		<b>\$ 12,468,756</b>	<b>\$ 11,778,881</b>	<b>\$ 11,085,749</b>
<b>Revolving</b>		<b>(45,000)</b>		
<b>Net Budget</b>		<b>\$ 12,423,756</b>		



# Hingham Middle School

<b>Subgroup</b>	<b>Number of Students</b>	<b>% Population of the School</b>
ELLs	4	0.47%
Special Education Students	167	19.69%
504 Plans	120	14.15%
High Needs	221	26.06%
Total Student Population	848	100%



# Summary: Reductions

<b>Position</b>	<b>Amount</b>
Library Paraprofessional	\$28,000
Math Tutors	\$100,000
World Language Teacher	\$78,537
<b>Total</b>	<b>\$206,537</b>

Hingham Public Schools

# Hingham High School



**Presented by: Rick Swanson, Principal**





# High School Budget Priorities and Considerations

- Enrollment has declined at HHS. Review of current class sizes, department staffing, and offerings.
- HHS remains committed to maintaining strong and comprehensive programs, including core academic, elective, co-curricular, and extra-curricular programs.
- The percentage of students receiving special education services and 504 accommodations continues to increase. The school is reviewing our current special education staffing and programs.
- In the face of growing concerns about mental health and SEL, HHS remains committed to sustaining and enhancing tiered systems of support.



# HHS School Improvement Goals

1. Promote civic engagement for HHS students.
2. Expand community service opportunities for HHS students.
3. Explore the creation of “Pathways” for HHS students.
4. Bolster the school’s commitment to and practice of “Environmental Stewardship” as a Core Value.
5. Build community and strengthen school culture in ways that promote a genuine “sense of belonging” for all members.



# Hingham High - Level Service Budget

Budget Code	Account Description	FY 2025 Budget	FY 2024 Budget	FY 2023 Actual Expenditure
R2200	Administration	691,267	693,091	689,633
R2300	Teaching	9,053,526	9,307,840	9,063,589
R2400	Textbooks	42,447	76,704	95,461
R2410	Instructional Technology	30,200	28,612	22,231
R2500	Library	273,970	267,233	208,982
R2700	Guidance	920,417	899,837	884,869
R3200	Nursing	208,638	200,726	259,046
R3520	Student Activities	138,463	169,236	77,642
R4110	Custodial	695,507	590,141	595,141
R4120	Heating of Buildings	290,000	215,750	143,311
R4130	Utilities	330,718	300,716	289,318
R4230	Repairs & Maintenance	94,840	103,548	(352)
S2300	Special Ed Instruction	1,717,914	1,499,256	1,122,932
S2700	Counseling	222,368	219,695	212,683
S2800	Psychological Services	260,000	273,818	204,213
<b>Grand Total</b>		<b>\$ 14,970,275</b>	<b>\$ 14,846,203</b>	<b>\$ 13,868,699</b>
<b>Revolving</b>		<b>(100,000)</b>		
<b>Net Budget</b>		<b>\$ 14,870,275</b>		



# Hingham High School-Student Population

<b>Subgroup</b>	<b>Number of Students</b>	<b>% Population of the School</b>
ELLs	2	.002%
Special Education Students	123	11.2%
504 Plans	212	19.3%
High Needs	201	18.3%
Total Student Population	1097	100%



# Hingham High - Proposed Reductions

<b>Reduction</b>	<b>Amount</b>
Math Teacher (Retirement)	\$124,499
ELA Teacher (Retirement)	\$109,064
.6 Music Teacher	\$40,363
World Language Teacher	\$78,537
<b>Total</b>	<b>\$352,463</b>

Hingham Public Schools  
**Athletics**



**Presented by: Jim Quatromoni, Director of Athletics**



# Highlights of the Athletics Program

- 80% enrollment in the athletics program
- 40 Varsity Teams
  - 22 Junior Varsity Teams
  - 9 Freshman Teams
- 5th Consecutive Boston Globe Holmes Award for overall athletic excellence
- Introduction of esports activities
- 25 Coaches participated in a training with The Center for Sport in Society at Northeastern University.
- This training, “Addressing Hate in School Sports,” is part of the partnership with the MIAA and State Agencies to improve the school athletic experience for all students.



# Athletics - Level Service Budget

Budget Code	Account Description	FY 2025 Budget	FY 2024 Budget	FY 2023 Actual Expenditure
R35101	Athletics Administration	\$ 192,712	\$ 190,630	\$ 189,297
R35102	Coaches	461,695	131,236	38,076
R35103	Athletics Transportation	164,173	146,605	122,732
R35104	Equipment Repairs & Maintenance	8,400	15,900	9,346
R35105	Athletics Supplies	82,500	99,647	114,894
R35106	Conferences, Dues & Other	33,700	44,200	37,890
R35107	Field Maintenance	122,873	93,372	47,924
R35108	Athletic Trainer	41,200	40,000	36,948
R35110	Officials & Police	88,000	88,000	90,823
R35111	Medical fees & Insurance	17,136	17,136	9,727
R35109	Ice Rental	110,000	99,800	109,153
<b>Grand Total</b>		<b>\$ 1,322,389</b>	<b>\$ 966,526</b>	<b>\$ 806,810</b>
<b>Revolving</b>		<b>(455,000)</b>		
<b>Net Budget</b>		<b>\$ 867,389</b>		





## Athletic Fees

- Athletic Fee proposed increases from \$375 to \$425. Hockey additional fee remains a \$200 differential. The family cap increases from \$950 to \$1,100. For Hockey families, the cap is raised from \$1,000 to \$1,300.
- Hingham's proposed fee when compared to other Town's is still reasonable.

Hingham Public Schools

# FY 25 Budget Presentation



## Important Dates



# Important Dates

<b>Important Dates</b>	<b>Meeting Details</b>
Monday January 29th 7:00 PM	Capital Outlay
Monday February 5th 6:30 PM	Public Hearing on the Budget
Wednesday February 7 PM	Meeting with Select Board & Advisory
Tuesday February 13 <sup>th</sup> 7PM	Advisory Meeting – Possible Advisory Vote on Budget
Thursday February 29th 7PM	Joint Session - All boards
April 24th	Town Meeting
April 27th	Ballot Vote



## MEMORANDUM

**TO:** Dr. Margaret Adams, Superintendent of Schools  
Katie Roberts, Assistant Superintendent of Schools  
**FROM:** Derek Smith, Hingham Middle School Principal  
**RE:** 2024-2025 Hingham Middle School Program of Studies  
**DATE:** January 19, 2024

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There are no proposed changes to the Program of Studies for 2023-2024 (grades 6-12) related to HMS this year.

Of note for next year is our plan to extend our academic team organizational structure into grade eight beginning in the 2024 - 2025 academic year. Students in grade eight will be randomly assigned to one of three academic teams, similar to grades six and seven. Teams will be composed of math, science, social studies, and English teachers, and have a special educator associated with them to support students with IEPs.

The current Program of Studies may be viewed [online](#) for purposes of comparison.

## MEMORANDUM

**TO:** Dr. Margaret Adams, Superintendent of Schools  
Katie Roberts, Assistant Superintendent of Schools  
**FROM:** Rick Swanson, Hingham High School Principal  
**RE:** 2024-2025 Hingham High School Program of Studies  
**DATE:** January 17, 2024

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The proposed Program of Studies for 2024-2025 (grades 6-12) is hyperlinked [here](#) for your review. All high school changes are summarized below.

### Art

The Art department proposes the following changes:

- Minor changes (in red) to 921 (Drawing & Painting III) on p. 27: This course is a continuation of Drawing & Painting I (change I to II, just a typo) with emphasis on lineal depth, composition, and individual design. Colored pencils, pastels, and acrylic paints are used in the production of original art. Students are introduced to new techniques while incorporating concepts taught in Drawing & Painting I (and II).
- Add “Prerequisite: Drawing & Painting I” to Drawing & Painting II (920) on p. 27.
- Change the name of “Portfolio Preparation” class (933) to “Drawing and Painting IV” (p. 28). Note: According to Ms. Bellis, the Director of Fine Arts, “Portfolio was originally designed as a course to help seniors prepare a portfolio for college, but now that college applications are submitted much earlier in the year (Oct/Nov), teachers are really starting to prepare students earlier for college applications. The name ‘Portfolio’ is causing families unnecessary stress because they feel their students will get college support too late in their academic careers when in reality, students are getting support along the way regardless of the course that they are in.” This course will have an updated description, as follows:

Students will develop a sophisticated body of work through experimenting with materials and processes while also revising as they create to further investigate their own artistic voice. This is a rigorous course that involves written formal critiques of professional artwork as well as intensive verbal critiques with other art disciplines. Students who are applying to art schools and art programs are encouraged to take this class as a means of support for the college application process.

- New course description for 937 (AP Studio Art: 3-D Design) on p. 28: “Students will continue to pursue the investigation of the three-dimensional form in wheel throwing and handbuilding with clay but also expand their vocabulary by using alternative materials. AP 3D Studio Art is not based on a written exam; instead,

students must submit portfolios for evaluation at the end of the school year consisting of two sections: Selected Works and Sustained Investigation. In Selected Works, students are asked to demonstrate their understanding of art elements and design principles through five artworks. In Sustained Investigation, students must explore a single concept through a series of pieces that demonstrate a strong artistic voice. This is a rigorous course that involves written formal critiques of famous artwork as well as intensive verbal critiques with other art disciplines. For the motivated art student, it is incredibly rewarding.”

- Add “AP 2D Studio Art” as a new course on p. 28. Students must meet current prerequisite requirements for Portfolio class to enroll. The course description will be as follows:

### **936 AP STUDIO ART: 2-D DRAWING**

*Prerequisite: B+ or better in three art courses including Drawing and Painting I, II, and III; recommendation or permission of the instructor*

Students will develop a sophisticated body of work through experimenting with materials and processes while also revising as they create to further investigate their own artistic voice. This is a rigorous course that involves written formal critiques of professional artwork as well as intensive verbal critiques with other art disciplines. AP 2D Studio Art is not based on a written exam; instead, students must submit portfolios for evaluation at the end of the school year consisting of two sections: **selected works** and **sustained investigation**. In **selected works**, students are asked to demonstrate their understanding of art elements and design principles through five artworks. In **sustained investigation**, students must explore a single concept through a series of pieces that demonstrate a strong artistic voice.

Note: According to Ms. Bellis, “Curriculum-wise this is an easy add for us. AP 2D aligns almost exactly with the Drawing and Painting IV/Portfolio curriculum. Students in AP 2D would be in the same class as Drawing and Painting IV/Portfolio students; they would just have the added expectation of presenting a portfolio to the AP board. Damian Hickey is willing to get trained in this if we have funding to support the training.”

## **Arts Pathway**

On p. 13, right after the “Global Citizenship Program” section, add all text from pp. 3-4 of the new [Hingham Arts Pathway](#) manual.

## **Business**

Add this statement to the end of the introductory paragraph on p. 16: “All Business courses fulfill the HHS Fine or Applied Arts graduation requirement.” The addition of this statement merely acknowledges a longstanding practice.

## Dual Enrollment

At the top of p.13, just below the “DUAL ENROLLMENT POLICY” heading, add this section:

### On-Campus Dual Enrollment Program

Hingham High School has partnered with several local colleges to provide students in good academic standing with the opportunity to earn optional college credit for selected courses. Each course is aligned with the college syllabus and offered during the regular school day at Hingham High School by HHS staff. Dual enrollment students who complete the requirements of the course(s) will earn high school and college credit, if they choose to, through the associated college. Dual enrollment credit is available for a fee set by the college. Students must meet the requirements and policies of the credit-granting institution.

The next section will get a new heading (“Off-Campus Dual Enrollment Programs”) above the information that is currently listed there.

## English

On p. 19, the section under “HIGH SCHOOL” (with an asterisk) will be revised to read as follows: “\* Please note that students are not allowed to enroll in two or more HHS English classes concurrently.”

On p. 24, add this sentence to the end of the course description for 183 Creative Writing: “It fulfills the HHS Fine or Applied Arts graduation requirement.”

## Family & Consumer Sciences

Add this sentence to the end of the introductory paragraph on p. 25: ““All high school courses fulfill the HHS Fine or Applied Arts graduation requirement.” This statement merely acknowledges a longstanding practice.

Make all the following changes on p. 26:

- Update the description of 821 (Foods and Nutrition I) to read as follows (with changes in red): “This course introduces students to the basic food elements and their relationship to optimal health and fitness. Through cooperative learning and an interdisciplinary approach, students learn basic skills related to food preparation. **Students prepare foods selected from the concepts covered: the food groups and nutrition resources, a healthy diet, soups, sauces, fast and healthy meals, quick and yeast breads, cooking with eggs, and special occasion foods. Food science and technology, labeling, measuring techniques, time management, consumerism and food safety will be stressed.** It is a primary aim of this department to provide students with opportunities to process new information,



practice appropriate skills, and learn to make healthy dietary choices for lifelong wellness.”

- Update the description of 822 (Foods and Nutrition II) to read as follows (with changes in red): “This course builds on students’ prior food knowledge, skills and experience, and offers ample opportunities to gain additional knife skills in preparing and serving food. Students prepare health-conscious foods in an active learning environment where emphasis is placed on critical thinking and problem solving skills. **Specific areas of study include knife skills, advanced egg cookery, cake decorating, meal planning and budgeting, quick meals and accommodating food allergies.** Students will learn to identify, use, and evaluate health information and resources that are current and applicable in their lives. They will become educated consumers and practice making informed and responsible judgments regarding personal health and fitness.”
- Add this sentence to the end of the course description for 815 (Global Foods): “This course meets the requirements for a Global Electives course for the Global Citizenship Program (GCP).”
- Delete this sentence from the course description of 845 (Child Development II): “An independent field trip to a local preschool is required.”

## **Library Media**

Add this statement to the end of the introductory paragraph on p. 34: “All high school courses fulfill the HHS Fine and Applied Arts graduation requirement.” (Note: This addition merely states a policy that has already been in place).

## **Mathematics**

- Add “- Dual Enrollment” to the title of 439 Pre-Calculus so that it reads “439 Pre-Calculus – Dual Enrollment” (p. 38).
- Add this sentence to the end of the course description for 439 Pre-Calculus: “HHS has partnered with a local college or university such that students can apply to earn college credit for this course.” (p. 38)
- Add “- Dual Enrollment” to the title of 430 Pre-Calculus so that it reads “430 Pre-Calculus – Dual Enrollment” (p. 40).
- Add this sentence to the end of the course description for 430 Pre-Calculus. “HHS has partnered with a local college or university such that students can apply to earn college credit for this course.” (p. 40)
- Add a new course on p. 41:  
**459 AP Computer Science Principles**  
Grades 10-12

*Prerequisite: Successful completion of Geometry or Intro to Computer Science*  
 Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

**Music**

- Replace “Fundamentals of Music” (991) with a new course: “Guitar Lab” on p. 30. The course description will be as follows:

**995 GUITAR LAB**

Grades 9-12 - 2.5 credits

In this one-semester course, students of all levels (beginner to advanced) will develop their skills on the acoustic guitar. Students will learn to play popular songs of their choice independently and in small groups, study famous guitarists and musical styles, and gain experience reading chords, tabs and standard musical notation. students will not need to practice at home. No previous musical experience is necessary.

Note: According to Ms. Bellis, “Brian Cincotta’s Songwriting course has been successful, but he will likely only have enough enrollment to support one semester of it next year. A semester of Guitar might pair nicely with the Songwriting course and would provide more on-ramps for students who aren’t currently in ensembles. We administered a music survey to all HHS students to gauge interest in courses and 149 students responded. Of those 149 students, 37 expressed interest in taking a guitar course if it were to be offered so we feel there is potential to attract more students.”

- Change the title of “Intro to Piano” (992) to “Piano Lab” on p. 30.

**Science**

- On p. 43, edit the final sentences of the first paragraph so the section reads as follows (with changes in red): “Such goals include **the** development of scientifically literate citizens, preparation of students for **college-level** study in science, development of personal interests, and exploration of STEM careers and pathways. The following chart outlines typical science course sequences, culminating in interest-driven elective choices during junior and senior **years.**”
- Edit the chart on p. 43 so that it looks like this (with deletions noted by a strike-through and additions noted in red):

<b>Level</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade <del>11</del></b>	<b>Grade 11-12 Electives</b>
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L1/L2	7 Advanced Science	*8 Advanced Science	Biology (MCAS)	*Chemistry	*Physics	*Physics *AP Biology *AP Chemistry *AP Physics AP Environmental Science Anatomy & Physiology Greenhouse Botany Environmental Science Biotechnology <b>Electronics I</b> <b>+Electronics II</b> Independent Study
L3/L4	7 US/S Science	8 US/S Science	<b>Integrated Science Biology (MCAS)</b>	<b>Biology (MCAS) *Chemistry</b>	*Chemistry	*Physics Oceanography Greenhouse Botany Environmental Science Biotechnology <b>Electronics I</b> <b>+Electronics II</b> Independent Study AP Environmental Science

- \*Indicates science courses for which there is a math prerequisite. **+Indicates a Grade 12-only elective**
- Eliminate Integrated Science (533 and 534) on p. 44.
- Edits on p. 44:

## 562 PHYSICS

Grades 11-12 - 5 credits - Level 2

*Prerequisite: Departmental recommendation and concurrent study of L2 Pre-Calculus*

This course is based on curriculum materials **that** present a conceptual framework of contemporary physics. It is designed to illustrate how physical knowledge is acquired experimentally and woven into physical theory. Throughout the course, there is an integration of fundamental principles with **present-day** applications in the sciences and technology. Topics include mechanics and thermodynamics; waves and optics; and electricity and magnetism. A thorough understanding and facility in algebra, geometry, and simple trigonometry is essential.

**543 BIOLOGY I** Grade ~~10~~ 9- 5 credits - Level 3

**544** Level 4

This course introduces fundamental concepts of biology and is designed to meet the needs of all learners. Topics include **the** chemistry of living things, cell biology, genetics, evolution, biodiversity, anatomy and physiology, and ecology. Students will be engaged in class discussions, laboratory experiments, and other hands-on activities to help emphasize concepts. Students will identify, analyze, and solve problems, and develop their inquiry skills to help them become better **decision-makers**. All students will take the Biology MCAS exam at the end of the year.

**552 CHEMISTRY**

Grades 10-12 - 5 credits - Level 2

*Prerequisite: B- in **L2 Algebra I (Level 2)** and **L2 Geometry (Level 2)** OR **A- or better in L3 Algebra I Quadratic Emphasis and L3 Geometry Quadratic Emphasis**; B- in **Biology I (Level 2)** and departmental recommendation required; concurrent enrollment in **L2 Algebra II OR L3 Algebra II with Trigonometry required***

Honors chemistry is designed to challenge advanced science students, as evidenced by prior success in L2 science (Biology) and mathematics (~~Level 2 Algebra I and L2 Geometry~~). Due to the quantitative nature of the course, mastery of Algebra I is essential and students should take ~~Level 2~~ Algebra II concurrently with chemistry. This course prepares students for college (or AP) chemistry and ~~for~~ other high school science courses. Core topics include atomic theory, stoichiometry, chemical reactions, and kinetics. Most topics are reinforced through evidence gathered in labs. Students need to learn many chemical facts and concepts and apply them to new situations. The course material is cumulative and will require a significant time commitment.

**553 CHEMISTRY**

Grades 10-12 - 5 credits - Level 3

*Prerequisite: **Completion of Biology I**; C- or better in **Algebra I - Quadratics Emphasis OR Algebra I Linear Emphasis** ~~Algebra Quadratic Emphasis or B- or better in Algebra Linear Emphasis~~ and departmental recommendation. ~~Concurrent study of Algebra II Quadratic emphasis is strongly recommended.~~*

This introductory college-preparatory course provides a comprehensive chemistry curriculum, preparing students for future science courses at the high school and undergraduate levels. The fundamental concepts of chemistry, including states of matter, atomic structure, bonding, chemical reactions, ~~thermodynamics~~ **thermochemistry, solutions, and acid-based** chemistry, ~~and electrochemistry~~, are presented in a practical format with appropriate lab activities. Laboratory inquiry and problem-solving techniques are stressed.

- Edits on p. 45:

**563 PHYSICS**

Grades 11-12 - 5 credits - Level 3

*Prerequisite: C or better in Algebra II with Trigonometry and departmental recommendation; the concurrent study of pre-calculus is recommended*

This is an introductory course in physics in which fundamental concepts and theories are developed. The course includes a study of mechanics **during semester 1 and energy in semester 2.** ~~electricity, magnetism, and light.~~ Lectures, problem-solving, and laboratory exercises are used to develop, amplify, and illustrate the applications of the fundamental concepts of physics. Students electing this course should have successfully completed courses in algebra, geometry, and chemistry. ~~The concurrent study of pre-calculus is recommended.~~

### **572 — ELECTRONICS I**

~~Grades 11-12 — 5 credits — Level 2~~

~~*Prerequisite: C or better in L2 Chemistry and departmental recommendation*~~

~~This course is designed to challenge students and provide a conceptual framework of electricity and modern electronics. The course illustrates how electrical principles are derived experimentally, with an emphasis on quantitative analysis. The course is laboratory oriented, with detailed study and practice in the use of test instruments for examining the characteristics of direct and alternating current circuits, active devices, semiconductors, robotics and LEED design. Instruments studied include electronic volt ohm milliammeter, oscilloscope, F.R. signal generator, digital multimeter and equipment that measure environmental impact building design issues.~~

### **573, 574 ELECTRONICS I**

Grades **11-12** – 5 credits – Levels **2, 3, 4**

This course is designed to provide experiences that will lead to a conceptual knowledge of electricity - electronics in the modern world. The course is **laboratory-oriented**, with a detailed study and practice in the use of test instruments for examining the characteristics of direct and alternating current circuits, semiconductors, and robotics. Instruments studied include **an electronic** volt-ohm-milliammeter, oscilloscope, F.R. signal generator, and digital multimeter.

### **576, 577 ELECTRONICS II**

Grade 12 - 5 credits - Levels ~~2, 3~~ **2, 3, 4**

~~*Prerequisite: Grade of C- or better in Electronics I or concurrent study of physics*~~

This course is a study of the theory and application of transistor and solid state circuits along with an introduction to digital electronics. Topics include communication systems, Boolean arithmetic, transistor logic, fiber optics, computers, and robotics. Advanced troubleshooting techniques using the oscilloscope are an integral part of the program. Project construction makes use of CAD, soldering, and printed circuit board techniques.

### **546 AP BIOLOGY**

Grade 12 - 6.25 credits - Level 1

*Prerequisite: Completion of L2 biology and L2 chemistry with B- or better (required) and departmental recommendation; completion of L2 physics strongly recommended*

AP Biology is recommended for students planning to pursue a college major in biology or a science-related field. Science practices emphasized include data analysis, statistical hypothesis testing, and experimental design. Students evaluate novel biological scenarios as presented in case studies as well as sophisticated models showing biological processes. Topics studied include biochemistry, cellular function and energetics, genetics and DNA function, evolution, and ecology. All AP students will be scheduled for two additional laboratory classes per **seven-day** cycle. AP students are required to take the AP examination, for which there is a fee.

### **555 AP CHEMISTRY**

Grade 11 or 12 - 6.25 credits - Level 1

*Prerequisite: ~~Final grade of B or better in L2 Chemistry and departmental recommendation; concurrent study or completion of pre-calculus (required).~~*

This course is designed to be the equivalent of a general **first-year, college-level**, chemistry course. The curriculum follows CEEB guidelines and includes laboratory experiments representing the key areas of chemical measurement and analysis. In-depth topics include the structure of matter, the kinetic theory, chemical equilibrium, thermodynamics, and reaction kinetics. All AP students will be scheduled for two additional laboratory classes per **seven-day** cycle. AP students are required to take the AP examination, for which there is a fee.

### **566 AP PHYSICS**

Grade 12 - 6.25 credits - Level 1

*Prerequisite: Departmental recommendation, B in L2 physics, and concurrent study of AP Calculus*

This course is the equivalent of a freshman college course and culminates in the CEEB Examination in Advanced Placement Physics. Approximately one-half of the year is devoted to classical mechanics and the remainder is devoted to classical electricity and magnetism. The use of calculus in **problem-solving** and ~~in~~ derivations is expected to increase as the course progresses and is freely used in formulating principles and ~~in~~ solving problems. All AP students will be scheduled for two additional laboratory classes per **seven-day** cycle. AP students are required to take the AP examination, for which there is a fee.

### **567 AP ENVIRONMENTAL SCIENCE**

Grade 11 or 12 - 6.5 credits - Level 1

*Prerequisite: ~~Completion of B- or better in L2 Biology I and L2 Chemistry with a B- or OR A or Better in -OR Completion of L3 Biology I and L3 Chemistry with an A-A or Better~~*

This course is the equivalent of a first-year college course and culminates in the CEEB Examination of Advanced Placement in Environmental Science. The curriculum follows CEEB guidelines and includes science practices that emphasize data analysis and experimental design. This course will provide students with scientific principles, concepts, and methodologies that are required to understand the relationships of the natural world, identify and analyze environmental problems, and evaluate relative risks associated with these problems. This course

includes a strong laboratory and field investigation component. All AP students will be scheduled for two additional laboratory classes per seven-day cycle. AP students are required to take the AP examination, for which there is a fee.

- Edits on p. 46:

## **582 ANATOMY & PHYSIOLOGY, Dual Enrollment**

Grade 11-12 - 5 credits - Level 2

*Prerequisite: Completion of Biology I and Departmental recommendation*

This course studies the major human organ systems to provide students with an advanced understanding of the structure and function of the human body. The course objective is to prepare students who plan to pursue biomedical degrees in college, but the course will also appeal to those who want a deeper understanding of the functioning of their organ systems at both the micro and macroscopic levels. Students will carry out hands-on laboratory activities (blood pressure, reflex hammer, EKG, vision tests, microscope investigations), analyze models of regulatory mechanisms, and explore current research in scientific journals. Students will also analyze case studies and explore the mechanisms behind human disease. *The material is presented at the honors level and assumes prior coursework in biology, chemistry, and physics. HHS has partnered with a local college or university such that students can apply to earn college credit for this course.*

## **580, 581 BIOTECHNOLOGY for the 21st CENTURY, Dual Enrollment**

Grades 11, 12 – 5 credits – Levels 2, 3

*Prerequisite: Biology I; Concurrent or completion of Chemistry preferred*

This inquiry-based course challenges students to apply biological concepts and techniques in the context of the rapidly evolving fields of biotechnology and forensic science. Using a case-study approach, students will apply key concepts of biology, with an emphasis on molecular biology, to real-world scenarios. Utilizing modern biotechnology tools and techniques such as gel electrophoresis, restriction enzymes, and genetic transformations, students will apply the process of scientific inquiry through problem-solving, data interpretation, and analysis. Students will also debate and discuss ethical issues associated with the field of biotechnology. *HHS has partnered with a local college or university such that students can apply to earn college credit for this course.*

## **586, 587 ENVIRONMENTAL SCIENCE**

Grades 11, 12 - 5 credits - Levels 2, 3

*Prerequisite: Biology I*

The goal of this course is to provide students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary. It embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs, or themes, that cut across

the many topics included in the study of environmental science. Students should be willing to participate in outdoor field studies.

**597, 598 OCEANOGRAPHY**

Grades ~~11,12~~ 11-12 - 5 credits - Levels 3, 4

*Prerequisite: Biology I*

Oceanography is an interdisciplinary course that integrates biology, chemistry, physics, and geology to study the world's oceans. Contemporary marine issues including fishery science, red tides, marine pollution, **the interdependence** of oceanic species, the role of the ocean in climate change, and **the sustainability** of ocean resources drive the curriculum. Students are expected to utilize differentiated assignments to build a portfolio for each unit consisting of notes, homework, lab reports, individual and group activities, and term projects. *May be taken in Grade 10 with departmental recommendation.*

**599 GREENHOUSE BOTANY**

Grades 10, 11, 12 – 2.5 credits - Levels 2, 3, 4

*Prerequisites: Biology I*

This semester-long course (offered during Semester I) will provide students with an opportunity to explore the fundamentals of greenhouse horticulture and plant propagation through hands-on, **project-based** lab experiences. Students will employ a variety of methods of plant propagation, such as organic gardening, hydroponics, and aquaponics, to explore plant anatomy, physiology, classification, evolution, and genetics. Students will research case studies that highlight the interplay of plants and society and will consider the social and environmental impact of various methods of crop production.

**599IS GREENHOUSE INDEPENDENT STUDY**

Grades 10, 11, 12 – 2.5 credits --unleveled

*Prerequisites: Greenhouse Botany*

This independent study will be offered during Semester II for botany students who wish to further their studies by conducting research projects in the campus greenhouse. Students will employ a variety of methods of plant propagation, such as organic gardening, hydroponics, and aquaponics, to explore plant anatomy, physiology, classification, evolution, and genetics. Independent field projects may be conducted in conjunction with community partners, including **the** Cohasset Center for Student Coastal Research and the North South River Watershed Association.

**Student Support Services: Special Education and English Language Education**

- Add the following at the bottom of p. 50: “Grades 6-12: Spanish Culture / French Culture. A co-taught inclusion course for students with disabilities and peer models, focusing on the culture of the regions of study.”



## Technology Engineering

- Add this statement to the end of the introductory paragraph on p. 51: “All high school courses fulfill the HHS Fine or Applied Arts graduation requirement.” The addition of this statement merely acknowledges a longstanding practice.

## Technology Engineering Pathway

Add the following text (below, in italics) on p. 13, right after the “Global Citizenship Program” section and the new “Arts Pathway” section:

### ***MISSION***

*The Hingham High School Technology Engineering Pathways Program is designed to further students’ interests towards post-secondary education and careers in technology, engineering, math, science, and robotics fields. Through hands-on, project based learning, professional and school events, community-building, mentorship and career-oriented opportunities, students will develop the necessary skills needed to research, analyze, design, construct, and problem solve when approached with real-world challenges.*

### ***Technology Engineering Pathways Structure***

*There are two related branches of the Technology Engineering Pathway: the Technology Engineering Pathway Club and the Technology Engineering Pathway Certificate Program. The program has been modeled after the Hingham Global Citizenship Program and Arts Pathway structure, and operates similarly.*

***The Technology Engineering Pathway Club** is open to all students at Hingham High School interested in developing passion and skill in technology engineering. The Technology Engineering Pathway Club offers social and educational engagement activities that promote critical thinking and problem solving skills using math, science, and engineering. The Technology Engineering Pathway Club meets once per month and offers an array of technically advanced discussions of upcoming events or current technology and engineering topics. All Hingham High students are invited to help plan and carry out Technology Engineering Pathways Club activities and events.*

***The Technology Engineering Pathways Certificate Program** is an application-based program with specific requirements. Students in the Certificate Program are required to participate in the Technology Engineering Pathway Club. Participation in the club will be a factor in the admission process for a Certificate Candidate. Students who are currently only in the Technology Engineering Pathway Club may consider application to the certificate program. The Technology Engineering Pathway Club and Certificate Program are intricately connected in terms of social activities, leadership, vision, and purpose; however, the Certificate Program demands a higher level of commitment and involvement from accepted students in addition to other academic and extracurricular activities.*

### ***Technology Engineering Pathways Certificate Application and Expectations***

*Students are encouraged to apply in the spring of their ninth or tenth-grade year. Applications will be due in May and applicants will be notified of their status in June. New participants will be welcomed at an orientation meeting in June or September. Applicants who are not accepted in the spring of ninth grade are welcome to reapply sophomore year. Active participation in the Technology Engineering Pathway Club will be considered as a factor in a student’s application to the Certificate Program.*

Students who have been accepted to the Technology Engineering Pathway Certificate Program are responsible for the following:

- *Mandatory attendance at each monthly Technology Engineering Pathway club and advisory meeting*
- *Attendance at or participation in at least 1 Technology Engineering event per semester*
- *Attendance at at least 2 other Technology Engineering events per semester (includes Hingham Public Schools events)*
- *Mandatory attendance at the Technology Engineering Capstone Project Event in May*
- *Regular communication with Technology Engineering Pathway advisors, executive board, and other Technology Engineering Pathway students*
- *Enroll in Technology Engineering Pathway Google Classroom*
- *Earn a C or higher as a final grade (final average at the end of the course) in all non-Technology Engineering Courses applied towards the Technology Engineering Pathways*
- *Earn a B- or higher as a final grade (final average at the end of the course) in all Technology Engineering courses applied towards the Technology Engineering Pathways*
- *Juniors and seniors only: completion of Capstone Project*
- *Juniors and seniors only: completion of Technology Engineering Pathway Final Portfolio*

## Other Changes

- Under “DISTRIBUTION REQUIREMENTS” on p. 7:
  - Change “2.5 credits in Fine or Applied arts” to “5 credits in Fine or Applied arts”

Note: These changes align HHS with [MassCore recommendations](#). DESE data indicates that 100% of HHS students are already meeting these requirements.

- Under “HIGH SCHOOL GRADUATION REQUIREMENTS BY GRADE” on p. 7:
  - Add “\*\*\*” next to “Physical Education” on the “Grade 10” line;
  - add “World History I” to the Grade 9 requirements;
  - add “World History II” to the Grade 10 requirements;
  - change “American Studies” to “United States History;” and
  - edit the second and third sentences of the final paragraph to read as follows: “In grade 9, all students are required to complete a semester course in physical education. Sophomores, juniors, and seniors have a variety of options...”
- At the bottom of p. 7, in between the “High School Graduation Requirements by Grade” and “Course Selection Process” sections, add the following information (below, in italics):

*\*\*\*Beginning with the Class of 2028, all HHS students must complete at least 40 hours of community service prior to graduation.*

- *Students may begin fulfilling hours during the summer prior to 9th grade.*
- *Students are encouraged to complete a minimum of 10 hours per year.*
- *The requirement will be prorated for students entering HHS after ninth grade.*

- *Community service connected with participation in a school club, sports team or other school group may be used to satisfy this requirement. This does not include hours spent participating in fundraisers for said HHS club, sports team or other group.*
  - *Service opportunities/organizations not listed on the [website](#) must be approved by the Program Administrator.*
  - *Any student who feels that a legitimate hardship would prevent them from completing the community service requirement may seek a waiver from the Principal. Any request for a waiver should be initiated by the midpoint of junior year.*
- At the top of p. 14, the section entitled “Other Courses” will be revised to read as follows: “All courses taken outside of Hingham High School, including but not limited to summer school and/or online classes, must be approved by the principal. Please note that grades from any such outside courses will not be factored into a student’s GPA unless the class was taken for the purpose of making up a failing grade. In those instances both the failing grade as well as the new passing grade are calculated in the GPA. No more than a total of fifteen credits may be earned from outside institutions during a student’s high school career. Exceptions may be made for students who have fully exhausted all of the options provided at HHS in a particular discipline or for students who must take an online course due to an unavoidable scheduling conflict. In such cases, those approved courses taken outside of HHS would count toward the student’s GPA.”

Note: The current Program of Studies may be viewed [online](#) for purposes of comparison.

# PROGRAM OF STUDIES

## 2024-2025



*"Out of the public school grows the greatness of a nation."*

Mark Twain

# HINGHAM SECONDARY SCHOOLS

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## MESSAGE TO PARENTS AND STUDENTS

Choosing secondary school courses is a major decision for all students. This selection of courses should be a cooperative effort involving the students, parents, counselors, teachers, and administrators. All must participate in order to develop programs that will take into account the student's interests, achievements, academic ability, and career goals. Please read the information in this Program of Studies carefully when selecting next year's courses. This should ensure a smooth start to the school year in September.

At both Hingham Middle School and Hingham High School, the course selection process begins with the presentation of the Program of Studies. For leveled classes teachers will make recommendations for appropriate placement. After viewing their teachers' recommendations, students and parents will electronically submit course requests. Parental input and approval of the choices are important. Following the submission, students will meet individually with their counselors to review and finalize their course requests. Parents should check Aspen to see that the courses and levels are correct. If a change is requested, it is important to contact your students' counselors promptly. This is the last opportunity parents and students have to make changes that the school can reasonably be assured of honoring.

The administration reserves the right to withdraw a course offering if a reasonable number of students do not elect the course or if staffing is not available. When a course is oversubscribed, priority for enrollment will be given to seniors, then juniors, then sophomores, etc. Students who are unable to be enrolled in a course will be offered alternative courses, if such courses are available. While we hope to offer as many of the courses in this Program of Studies as possible, the actual course offerings will depend on budget and staffing.

We build the entire schedule and assign faculty based on information we receive from students and parents in the winter and spring about course choices. Usually we can accommodate changes that are submitted during the spring. However, requests for changes after that time will only be honored after school personnel have carefully considered the reasons for the proposed changes and only if space and resources are available. Requests for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in a class with friends are inappropriate reasons for a schedule change and will not be honored. This policy has been developed to prevent staffing, scheduling, and teaching and learning problems that result from late schedule changes. Once the school year has begun, schedule conflicts, oversubscription, and other factors may make certain courses unavailable. We cannot stress enough the importance of carefully considering and selecting courses in the spring. Avoid schedule problems in the summer and fall by making wise, thoughtful choices now.

## EQUAL OPPORTUNITY FOR ALL STUDENTS

**Hingham Public Schools does not discriminate in its educational and/or operational programs or activities on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or Foster care status, or any other characteristic protected under applicable federal, state or local law. Every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities, so long as the student has met the minimum qualification requirements.**

See School Committee policy [AC](#), [JB](#)

## **HINGHAM PUBLIC SCHOOLS CORE BELIEFS**

- FULFILLMENT OF INDIVIDUAL POTENTIAL
- RESPECT FOR SELF AND OTHERS
- CIVIC RESPONSIBILITY
- COMMITMENT TO LIFE-LONG LEARNING
- SERVICE TO OTHERS

## **HINGHAM PUBLIC SCHOOLS MISSION**

The mission of the HPS is to provide challenging and comprehensive educational programs in a safe and supportive environment, enabling all students to develop the knowledge and skills necessary for success as local and global citizens.

In partnership with families and the community, the HPS strives to develop in students:

- academic excellence, including content knowledge, communication skills, critical thinking skills, and problem solving capacity
- habits of physical and emotional well-being, including a spirit of self-worth, resiliency, and adaptability
- personal responsibility, integrity, and active citizenship
- responsibility for the environment
- skillful and responsible use of technology
- respect for the diverse views and backgrounds of others
- collaborative engagement as a means of both learning and problem solving
- intellectual curiosity that motivates future learning
- creative expression through the fine, performing, and applied arts

## HINGHAM MIDDLE SCHOOL MISSION STATEMENT

Hingham Middle School must provide all children with a positive learning atmosphere which offers students an opportunity to be challenged to their utmost ability, fosters understanding between diverse people, promotes services to others, and instills a feeling of self-worth. Contributions from all members of the Hingham Middle School community are necessary and welcome.

**COURSES:** Specific course descriptions for grades 6-8 are available in each academic area.

Grade 6	Language arts, mathematics, science, social studies, and physical education Sixth graders also take art, DARE, world language, Second Step, and the following exploratory classes: media literacy, introduction to drama, introduction to family and consumer science, and introduction to technology education. They must also elect to participate in one of the following music offerings: band, chorus, or orchestra. Alterations to a schedule may be made based on a student's Individualized Education Program.
Grades 7 & 8	English, mathematics, science, social studies, physical education/health (world language is strongly recommended for all students)

### STUDENT SCHEDULE REQUIREMENTS

Based on a four-day, 28 block cycle, each student in grades 6-8 must carry a minimum of 26 class blocks per cycle. Massachusetts "Time & Learning" guidelines require that all students be scheduled for 990 hours of instructional time annually; therefore, students who enroll in fewer than 28 class blocks will be assigned to a directed study to complete their "instructional time" requirements.

#### Retention Policy

For seventh and eighth graders who fail English or mathematics for the school year, it is recommended that they attend a summer school program in that subject. Seventh and eighth graders who fail both English and mathematics will be required to attend summer school programs in both disciplines. Seventh and eighth graders who fail three of the four core subjects for the school year (English, mathematics, science, social studies) will also be required to repeat the grade. The principal reserves the right to explore appropriate alternatives in individual student cases.

#### Levels and Groupings (7-8)

Where levels exist, classes tend to be homogeneous in terms of student ability and achievement levels in the subject. Students are assigned to levels on the basis of ability and past achievement. In most elective areas, the enrollment tends to be heterogeneous (i.e., students in those classes have a wider range of abilities and achievement levels). In a course where levels exist, the level is stated with the course title.

<b>Level 2</b>	<i>Advanced courses are available for students capable and desirous of a high level of academic challenge. These courses involve extension and acceleration and require self-motivation and the ability to do independent work.</i>
<b>Level 3</b>	<i>These courses require a strong commitment to high academic standards, and daily completion of extensive homework is expected.</i>
<b>Level 4</b>	<i>Standard courses are available for students who wish to strengthen fundamentals.</i>

**Attendance:** The middle school keeps a record of attendance for each class.

**Homework:** While some homework may be completed in directed study periods, out-of-school time must be spent on homework to derive maximum benefit from the academic program. The amount of homework assigned for subjects that meet four times during the cycle should be approximately twenty to thirty minutes per night. Middle school students should expect to spend between one and a half to two hours per night on homework.

**Performance Reports:** The middle school provides a formal report four times a year in the form of a report card. The purpose of this report is to provide a summary of assessments made by teachers so that the degree of progress may be judged. In addition, teachers, counselors, or administrators may provide additional information on performance through letters, forms, individual progress reports, telephone calls, e-mails, or parent conferences.

**Formal Records:** A temporary file is maintained on each student. This file is maintained by the School Counseling Department and may be reviewed by a student or parent upon request. This file contains all school information collected during earlier school years (report cards, transfer reports, test summaries, etc.). In addition, the administration maintains a permanent student record of courses taken and grades received.



# HINGHAM HIGH SCHOOL MISSION STATEMENT

The mission of Hingham High School 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 the support and involvement of the community, Hingham High School will engage all students in a challenging, well-balanced educational program complemented by co-curricular activities.

## CORE VALUES

Fulfillment of Individual Potential  
Respect for Self and Others  
Civic Responsibility

Commitment to Life-long learning  
Environmental Stewardship  
Global Citizenship

## BELIEFS ABOUT LEARNING

### ALL STUDENTS LEARN AND SUCCEED BEST...

- in an atmosphere of mutual respect
- with comprehensive educational programs that offer opportunities to explore, experiment, and excel in academics, arts, athletics, and other extracurricular interests
- with a curriculum that promotes essential 21st century skills – notably creativity, curiosity, resilience, teamwork, and global awareness
- in a culture that establishes a commitment to both high academic expectations and the support of intellectual, social, emotional, and physical well-being for all
- in a community that fosters environmental responsibility
- with teachers who employ a variety of instructional practices and assessments
- in an atmosphere that encourages independent learning, self-advocacy, and intellectual risk-taking without fear of failure
- in a community that actively promotes the development of personal responsibility, integrity, and ethical behavior

## EXPECTATIONS FOR STUDENT LEARNING

### ALL HINGHAM HIGH GRADUATES WILL:

1. **Read purposefully**
  - Read both literary and informational texts with an accurate understanding of content and literal meaning
  - Read with an understanding of the distinction between fact and opinion
  - Read with the ability to analyze figurative language, implied meaning, and tone
2. **Write effectively**
  - Write with appropriate expression and structure
  - Write with attention to the conventions of grammar, usage, and vocabulary
  - Use writing as a means of self-expression
3. **Communicate effectively**
  - Speak clearly and confidently in an oral presentation
  - Listen critically and accurately to spoken messages
  - Acquire communication skills in a second language
  - Explore and express ideas through the arts
  - Use a variety of media to communicate ideas and information
4. **Identify, analyze, and solve problems**
  - Use logic and deductive and inductive reasoning to solve problems
  - Demonstrate the ability to use technology
  - Access and evaluate information
  - Use a range of resources to conduct research
5. **Demonstrate self-respect and respect for others**
  - Develop healthful habits for physical, social, and emotional well being
  - Engage in environmentally responsible behaviors
  - Exhibit positive verbal and nonverbal behavior
  - Maintain a good conduct record
  - Display personal and academic integrity

- Develop understanding of individual differences and global perspectives
6. **Work both independently and cooperatively with others**
- Be involved in school and/or community extra-curricular activities
  - Attend school
  - Demonstrate awareness of academic responsibilities
  - Be tolerant of others' opinions and points of view
  - Participate constructively in group activities
7. **Fulfill their responsibilities and exercise their rights as members of local and global communities**
- Support student-sponsored activities that respond to the needs of others
  - Register to vote when eligible
  - Participate in community decisions
  - Demonstrate knowledge of civics education through the study of United States history, the democratic process, and shared civic values
  - Acquire knowledge of diverse cultures
  - Examine contemporary issues from multiple perspectives

## GENERAL INFORMATION

The Program of Studies is intended to give parents and students information which will help to

- increase understanding about what the schools offer
- develop an awareness of the programs and resources that are available
- increase understanding of how to make decisions about these resources and indicate who is available for help
- clarify basic requirements for planning and scheduling a program and for becoming eligible for graduation
- describe what can be done if a problem develops with a program
- identify the various record systems of the school: attendance, formal records, and reports of performance

**COURSE LOAD:** - Each student in grades 9-12 must carry a minimum of 30 credits. Seniors carrying three or more Advanced Placement courses are required to carry a minimum of 20 credits. Massachusetts "Time & Learning" guidelines require that all students be scheduled for 990 hours of instructional time annually; therefore, students who enroll in fewer than 35 credits of coursework will be assigned to a directed study to complete their "instructional time" requirements. The purpose of directed study is for students to work on curriculum-related materials under the supervision of a teacher. Students will use the opportunity to work on any unfinished class work and strengthen their understanding of academic knowledge. Directed studies are held in classrooms under the direction of a licensed teacher.

**CREDITS:** - To receive a HHS diploma, all students must earn 110 credits; pass the MCAS in English/Language Arts, Mathematics, and one science area; and complete all other requirements. Credits are earned at the completion of a course.

### MINIMUM CREDITS FOR CLASS STANDING (promotion to next grade)

- Minimum credits necessary to become a **sophomore** 25
- Minimum credits necessary to become a **junior** 50
- Minimum credits necessary to become a **senior** 75

### DISTRIBUTION REQUIREMENTS

In addition to general course load requirements noted above, there are certain required course credits that must be earned in grades 9-12. Certain distribution requirements must be fulfilled for graduation\*. All students must earn at least the following credits:

20 credits in English 15 credits in Science 10 credits in the same World Language 2.5 credits in Health	15 credits in Math 15 credits in Social Studies (must include US History*) 5 credits in Fine or Applied arts 2.5 credits in Physical Education (class of 2026 and subsequent classes)
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\*\*\*Credit may be awarded for a course only the first time it is taken\*\*\*

### HIGH SCHOOL GRADUATION REQUIREMENTS BY GRADE

#### **Grade 9**

English I, Physical Education, World History I

#### **Grade 10**

English II, Physical Education\*\*, Health,  
World History II

#### **Grade 11**

English III, United States History\*, Physical Education\*\*

#### **Grade 12**

English IV, Physical Education\*\*

Only credits earned in grades 9-12 may be applied to graduation requirements. In order to participate in graduation, ALL requirements must be met. (Cases of foreign exchange students will be handled individually.)

\*Courses at HHS that fulfill that requirement are United States History or Advanced Placement US History.

\*\*All high school students must participate in physical education every year. In grade 9, all students are required to complete a semester course in physical education. Sophomores, juniors, and seniors have a variety of options by which they may complete the physical education requirement. See the Physical Education section of this program for details.

\*\*\*Beginning with the Class of 2028, all HHS students must complete at least 40 hours of community service prior to

graduation.

- Students may begin fulfilling hours during the summer prior to 9th grade.
- Students are encouraged to complete a minimum of 10 hours per year.
- The requirement will be prorated for students entering HHS after ninth grade.
- Community service connected with participation in a school club, sports team or other school group may be used to satisfy this requirement. This does not include hours spent participating in fundraisers for said HHS club, sports team or other group.
- Service opportunities/organizations not listed on the [website](#) must be approved by the Program Administrator.
- Any student who feels that a legitimate hardship would prevent them from completing the community service requirement may seek a waiver from the Principal. Any request for a waiver should be initiated by the midpoint of junior year.

## **COURSE SELECTION PROCESS**

**The Hingham High School administration builds the entire schedule and assigns faculty based on information received from students and parents during the course selection period. Requests for changes after that time will only be honored due to extraordinary circumstances after school personnel have carefully considered the reasons for the proposed changes and only if space and resources are available.**

**Requests for a change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate reasons for a schedule change and will not be honored.**

This policy has been developed to prevent staffing, scheduling, and teaching and learning problems that result from late schedule changes. Once the school year has begun, schedule conflicts, over-subscription, and other factors may make certain courses unavailable. We cannot stress enough the importance of carefully considering and selecting courses in the spring. Avoid schedule problems in the summer and fall by making wise, thoughtful choices now.

Teacher recommendations for level placement and realistic assessments of ability and work habits should be considered seriously by students and parents during the course selection process. These recommendations and assessments are intended to place students in courses where the pace, expectations and standards are appropriate to their needs and abilities, thereby allowing students to learn, grow and succeed in an optimal fashion. As students formulate their course registration plans, attention to the Program of Studies is essential because it contains statements of prerequisites, course recommendations, and course expectations.

### **THE COURSE SELECTION PROCEDURE**

1. Students and counselors discuss the overall course selection process
2. The current teacher makes course recommendations for the next year (for leveled courses only).
3. Student and parents discuss program choices for the following year, review specific language in the Program of Studies, and review the student's report card.
4. The student and parent review the teacher recommendations, choose the courses using the Program of Studies, and make their selections through the Aspen X2 portal.
5. Guidance Counselors review the course selections of the students.

In academic courses where there is a disparity between teacher recommendation and the course the student wishes to select, the level recommended by the teacher will be recorded. In order to resolve the disparity, the student and parent will follow the Placement Review Process.

### **PLACEMENT REVIEW PROCESS**

**Teachers carefully consider their level recommendations for each student. It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher recommendation differs from the level that the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the student and parent are encouraged to talk with the teacher and, if necessary, the appropriate department head. If the decision is to override the teacher's recommendation, the parent/student will select the original course recommended on the Aspen X2 portal and then request a Parent Override Form from the student's counselor. ALL REQUESTS MUST BE RECEIVED BY THE DEADLINE FOR**

**SUBMITTING COURSE SELECTION SHEETS. Exceptions due to extraordinary circumstances will be reviewed by the appropriate school personnel.**

**Important Note to Parents and Students who have participated in the Placement Review Process:**

Sometimes parents / students choose to reject placement recommendations and request placement in a more demanding level. There are risks in doing so. Specifically:

- A student who does poorly in a more advanced class weakens their record. Sometimes, difficulties in one course generate difficulties in others as well.
- To keep up with the class, the student may require more individual help than the teacher can reasonably be expected to provide. The demands of an advanced curriculum do not allow teachers to accommodate the pace of a student who is misplaced. The teacher cannot provide individual tutoring.
- We cannot assure that a student who has difficulty will be able to move to a lower level. Classes are tightly scheduled, and it may not be possible to find a place in the new class mid-semester. The student must then either drop the course completely or remain in the requested section despite diminished performance.
- When a transfer is possible, it may be necessary to reschedule other classes to accommodate the shift. This general disruption can cause problems in other courses where the student may be doing well.

**SCHEDULE CHANGES**

Once selections have been made and classes formed, it is extremely difficult to make changes. **Students should select courses carefully.** The program selected by a pupil and reviewed by the parent, prior to the close of the school year, represents a final choice of courses with these exceptions:

1. If, through summer school or by other means, a student has satisfactorily completed subjects failed or incomplete as of the previous June, the student may apply at the School Counseling Office for a schedule change.
2. Errors on a student's program should be reported to the counselor immediately.
3. All other requests for change must be handled individually with the counselor and may be granted only after parental participation in a conference and with department head approval.

Counselors are responsible for recording any schedule changes. Requests for changes may be initiated by the student, parent, teacher, department chairperson or administrator. After a decision has been made to effect a schedule change, the following steps must be taken.

1. The counselor will develop the program change.
2. The change sheet must be approved by the parent and the department chairperson and/or teacher.
3. Students will be notified by the counselor if and when the change will be made.

**LEVEL CHANGES**

- Students in academic courses are assigned levels on the basis of ability and past achievement. Any questions regarding levels may be directed to the counselor.
- In the case of full-year classes, level changes may not occur after the first five weeks of terms one and two; no level changes may occur after mid-year. For semester courses level changes may not occur after the first five weeks of the course.
- No level changes nor course withdrawals may occur without teacher input and department chair approval.
- All level changes will require a discussion involving the student, parent, teacher, counselor, and department chair. Parents must provide written approval for changes.
- If a level change does occur, the grade received in the prior level will be adjusted up or down by ten points for the purposes of calculating the student's GPA.
- No new course may be added to a student's schedule after the first two weeks of either semester without the permission of the principal.

During the initial five weeks of any course, students are permitted to drop courses (following procedures listed above) without penalty, provided the student will still have the required number of credits. After the initial five weeks of any course, a student who drops a course will have entered on their school record a "W" and the notation of passing (P) or failing (F) at the time of withdrawal.

**Homework** is assigned according to the type and level of the academic program. While some homework may be completed in study periods, out-of-school time must be spent on homework to derive maximum benefit from the academic program. The amount of homework assigned for subjects that meet six times during the cycle should be approximately thirty minutes per night. Thus high school students should expect to spend between two and three hours per night on homework. This does not pertain to Advanced Placement courses, which may require additional work.

Depending upon staff availability, **independent study options** may be available. Students electing this option will pursue independent study and/or research on a topic of their choosing in an assigned classroom. They must work under the direction of a staff member knowledgeable in their chosen area who will assist them in developing the focus and requirements of their study. Students will be assigned to this teacher and his/her/their classroom for the independent study period. The hours for independent study will be same as the hours for an equivalent course. Attendance will be taken daily. Student progress will be monitored and assessed by this advisor. The high school principal will have final approval of all independent study programs including the determination of the number credits to be awarded.

## LEVELS AND GROUPINGS (9-12)

It is important to understand how courses in certain departments are organized. Where levels exist, classes tend to be more homogeneous in terms of student ability and achievement levels in the subject. Students are assigned to levels on the basis of ability and past achievement. In most elective areas, the enrollment tends to be more heterogeneous, i.e., students in those classes have a wider range of abilities and achievement levels. In a course where levels exist, the level is stated with the course title. The presence of an educational disability (as documented in an Individualized Education Program, 504 Plan, etc.) will not prevent a student from enrolling in an advanced course. General descriptors are listed below.

Level 1	Advanced Placement courses are recommended for students who have demonstrated exceptional academic achievement. These courses involve considerable enrichment and acceleration as well as extensive homework. Summer reading and/or project requirements are an integral part of each course. To receive AP credits, the AP exam must be taken; a fee is required for each examination.
Level 2	Advanced courses are available for students capable and desirous of a high level of academic challenge. These courses involve extension and acceleration and require self-motivation and the ability to do independent work.
Level 3	Level 3 courses will prepare students for all colleges and universities except those listed in Barron's Profiles of American Colleges as most competitive. These courses require a strong commitment to high academic standards, and daily completion of extensive homework is expected.
Level 4	Standard courses are available for students who wish to strengthen fundamentals required for junior college, business or specialized schools, and employment.

### ADVANCED PLACEMENT COURSE INFORMATION

Hingham High School requires all students enrolled in an AP course to take the AP exam (for which there is a fee) in May. All students enrolled in an AP class will be expected to register with the College Board at the beginning of the course. Students will be given instructions for registration at the appropriate time. Exams are ordered by the school in early November. Payments for exams are not due at the time of registration but will be collected in the spring. If the cost of the exam presents a financial hardship, students may contact the AP Coordinator (the Director of School Counseling) for more information about the possibility of financial aid.

### GRADE POINT AVERAGE

- Hingham High School does not rank students and does not provide colleges or universities with class rank information.
- Designations of class valedictorian and class salutatorian will be awarded to the two seniors with the highest grade point averages. Students who are not enrolled at HHS for the final four consecutive semesters of high school (all of junior and senior year) will not be considered for these designations. Class valedictorian and class salutatorian will be selected after the seniors' final grades have been established.
- Hingham High School uses a 4.0 weighted GPA (Grade Point Average) centered on level 3 (college preparatory). GPA is calculated for all students who enter Hingham High School prior to their senior year. Beginning with the class of 2023, grades from other schools will not be included in the GPA. All leveled courses (i.e., English, world language, math, science and social studies) are included in the calculation of GPA.

<b>Mark</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
A+	5.3	4.8	4.3	3.8
A	5.0	4.5	4.0	3.5
A-	4.7	4.2	3.7	3.2
B+	4.3	3.8	3.3	2.8
B	4.0	3.5	3.0	2.5
B-	3.7	3.2	2.7	2.2
C+	3.3	2.8	2.3	1.8
C	3.0	2.5	2.0	1.5
C-	2.7	2.2	1.7	1.2
D+	2.3	1.8	1.3	0.8
D	2.0	1.5	1.0	0.5
D-	1.7	1.2	0.7	0.2
F	0	0	0	0

**DEVELOPING A SCHEDULE** - Schedule a program with the present AND the future in mind. Make all decisions carefully and take advantage of all available assistance. Counseling services are provided for all students and parents to consider the vocational and personal interests of each student as well as to help in the student's educational placement. Individual conferences are scheduled, as well as small and large group meetings. The Counseling Department also offers other services: testing, evaluation, dissemination of occupational and vocational information, orientation programs, conferences, and referrals to other agencies. The Counseling Office at the high school includes a Post-Secondary Planning Office which contains information useful in college and career planning. The material is for the use of students and their parents; counselors and the post-secondary planning coordinator are available to assist. The Post-Secondary Planning Office has a variety of resources for career, college, and scholarship searches.

Students who are interested in a **vocational program** should discuss this matter with their school counselors. The Hingham secondary schools offer a number of vocationally-oriented courses; however, spaces in vocational programs outside of Hingham may be available on a limited basis. Parents are asked to give written notification by December 1 (i.e., December 1st of 8th grade for 9th grade enrollment and December 1st of subsequent years for high school transfer) of their child's intent to enroll in a vocational school for the next school year. Parents should inform the school principal of their plans to apply to vocational school as early as possible so the school can best support their application plans.

**SCHEDULING GUIDELINES** - To assist students in planning programs, we offer the following guidelines. These are broad guidelines. Specific schools have specific requirements, and these may be obtained by looking at college websites.

- It is strongly recommended that each student's program include an applied arts experience (Business/Technology, Family & Consumer Sciences, Industrial Technology) and a fine arts experience (Art, Music, Drama).
- The preparation for THE MOST COMPETITIVE COLLEGES should include level two and Advanced Placement courses. Planning for these courses must begin with the selection of courses for grades 7-11.
- **Four years of mathematics is required for acceptance to any Massachusetts state college or university.**
- Additionally, three years of a lab science is required. All HHS science classes are considered lab sciences.

If a student is planning to go to a **four-year liberal arts college**, consider electing

- Four (4) years of English
- Three-four (3-4) years of mathematics
- Two-four (2-4) years of world language
- Three-four (3-4) years of science
- Three-four (3-4) years of social studies (U.S. History is required).

If a student is planning to go to a **science or an engineering college**, consider electing

- Four (4) years of English
- Four (4) years of mathematics
- Three-four (3-4) years of science (including biology, physics, and chemistry)
- Two-three (2-3) years of world language.

If a student is planning to pursue a **major in business administration or information technology**, consider electing

- Four (4) years of English
- Three (3) years of mathematics
- Three (3) years of science
- Three (3) years of social studies (U.S. History is required).
- The full range of courses offered in the Business/Technology Department.

If a student is planning to take a diploma or associate degree program in **nursing**, consider electing

- Four (4) years of English
- Three-four (3-4) years of mathematics (including algebra)
- Two-four (2-4) years of science (including biology and chemistry or anatomy & physiology)
- Two-three (2-3) years of social studies (US History is required).
- Two (2) years of world language.

If a student is planning to enter the fine arts, the family and consumer sciences, or the trades, in addition to the required subjects, consider electing as many courses as possible in the field of specialization.



# GLOBAL CITIZENSHIP PROGRAM

## MISSION

The Global Citizenship Program (GCP) promotes global competence, a key twenty-first century skill, in Hingham High School students. Through interdisciplinary academic study, community service and international travel, participants increase their global awareness, heighten their appreciation of diversity, and enlarge their capacity to work and contribute in an increasingly interconnected world.

## GCP STRUCTURE

There are two related branches of the GCP: the GCP Club and the GCP Certificate Program.

**The GCP Club** is open to all students at Hingham High School interested in global competence and awareness. The GCP Club offers social, educational, and service activities that promote global competence and furthers the mission of the entire GCP. GCP Club meets once per month and offers an array of globally-themed activities each month. All Hingham High students are welcome to help plan and carry out GCP club activities and events.

**The GCP Certificate Program** is an application-based program with specific requirements (see below). Students in the Certificate Program are required to participate in the GCP Club. Students who are only in the GCP Club may also choose to apply to the certificate program; participation in the club will be a factor in the admission process for a Certificate Candidate. The GCP Club and Certificate Program are intricately connected in terms of social activities, leadership, vision, and purpose; however, the Certificate Program demands a higher level of commitment and involvement from accepted students in addition to other academic and extracurricular activities.

## EXPECTATIONS for CERTIFICATE PROGRAM

GCP Certificate students will:

- Demonstrate proficiency and confidence in a second language
- Attain knowledge of – and show an appreciation for – cultural differences
- Examine contemporary issues from multiple perspectives
- Engage in community service with open-mindedness and humility
- Contribute with energy and spirit to the GCP community of learners
- Share their expertise and enthusiasm with the broader Hingham community
- Actively promote global understanding and the peaceful resolution of conflicts
- Achieve personal growth through reflection
- Strive to realize their full potential to lead as global citizens

## GCP CERTIFICATE APPLICATION

Students are encouraged to apply in the spring of their ninth or tenth grade year. Applications will be due in May and applicants will be notified of their status in June. New participants will be welcomed at an orientation meeting in June. Applicants who are not accepted in spring of ninth grade are welcome to reapply sophomore year. Active participation in the GCP Club will be considered as a factor in a student's application to the Certificate Program. If a student is not accepted to the Certificate Program, they are still welcome in the GCP Club.

Students who have been accepted to the GCP Certificate Program are responsible for the following:

- Mandatory attendance at each monthly GCP and all advisory meetings
- Participation in at least one Global Citizenship Club activity per month
- Mandatory attendance at the Global Symposium in May
- Regular communication with GCP advisors, executive board, and other GCP students
- Enroll in Google Classroom (join code:zg7b4no)
- Fulfill GCP Portfolio requirements
- Earn a B- or higher as a final grade (final average at the end of the course) in all global courses

# ARTS PATHWAY PROGRAM

## MISSION

The Arts Pathway Program applies a community-based approach to support Hingham High School students in cultivating a passion and appreciation for the Fine and Performing Arts. Through professional and school arts events, community-building, mentorship, coursework, and career-oriented opportunities, students will develop skills that will enable them to grow enthusiasm for the arts through high school and beyond.

## ARTS PATHWAY STRUCTURE

There are two related branches of the Arts Pathway: the Arts Pathway Club and the Arts Pathway Certificate Program. The program has been modeled after the Hingham Global Citizenship Program structure, and operates similarly.

**The Arts Pathway Club** is open to all students at Hingham High School interested in developing passion and skill in the Fine and Performing Arts. The Arts Pathway Club offers social and educational engagement activities that promote artistic excellence and further the mission of the entire Arts Pathway Program. The Arts Pathway Club meets once per month and offers an array of artistic-themed activities each month. All Hingham High students are invited to help plan and carry out Arts Pathway club activities and events.

**The Arts Pathway Certificate Program** is an application-based program with specific requirements. Students in the Certificate Program are required to participate in the Arts Pathway Club. Participation in the club will be a factor in the admission process for a Certificate Candidate. Students who are currently only in the Arts Pathway Club may consider application to the certificate program at the end of their freshman or sophomore year. The Arts Pathway Club and Certificate Program are intricately connected in terms of social activities, leadership, vision, and purpose; however, the Certificate Program demands a higher level of commitment and involvement from accepted students in addition to other academic and extracurricular activities.

## ARTS PATHWAY CERTIFICATE EXPECTATIONS AND APPLICATION

Students are encouraged to apply in the spring of their ninth or tenth grade year. Applications will be due in May and applicants will be notified of their status in June. New participants will be welcomed at an orientation meeting in June or September. Applicants who are not accepted in spring of ninth grade are welcome to reapply sophomore year. Active participation in the Arts Pathway Club will be considered as a factor in a student's application to the Certificate Program. If a student is not accepted to the Certificate Program, they are still welcome in the Arts Pathway Club.

Students who have been accepted to the Arts Pathway Certificate Program are responsible for the following:

- Mandatory attendance at each monthly Arts Pathway club and advisory meeting
- Attendance at or participation in at least 1 professional arts event per semester
- Attendance at least 3 other arts events per semester (includes Hingham Public Schools events)
- Mandatory attendance at the Capstone Project Arts Symposium in May
- Regular communication with Arts Pathway advisors, executive board, and other Arts Pathway students
- Enroll in Arts Pathway Google Classroom and familiarize themselves with the Arts Pathway Website
- Earn a B+ or higher as a final grade (final average at the end of the course) in all courses applied toward arts pathway academic coursework requirements
- Juniors and seniors only: completion of Capstone Project
- Juniors and seniors only: completion of Arts Pathway Final Portfolio

## ARTS PATHWAY CERTIFICATE REQUIREMENTS

### 1. Academic Coursework

Students must enroll in specified academic arts coursework at Hingham High School (course requirements outlined in detail on pages 5-8). In addition, students must receive a B+ or higher in all art courses applied toward completion of the Arts Pathway Certificate.

## 2. Arts Pathway Portfolio

At the conclusion of their Arts Pathway experience, students will compile an Arts Pathway Portfolio that documents participation in required arts engagement activities, meetings, and coursework. Students will also include work samples and reflections demonstrating artistic learning and growth.

## 3. Community Arts Engagement

Students must demonstrate proficiency and strive toward mastery in at least one artistic discipline. Additionally, students must show an appreciation for art forms outside of their preferred discipline. To help students develop knowledge and explore new interests, the Arts Pathway Certificate requires students to attend four arts events per semester, one of which must be a professional event. Students will also be encouraged to build an inclusive and supportive arts culture within the Hingham school system and the wider geographic area by advertising, supporting, and attending other community arts events. Students are encouraged to attend more than the required amount of events if possible.

## 4. Capstone Project

To demonstrate proficiency in at least one arts discipline, students must complete a culminating Capstone Project highlighting their artistic ability. Students will have the opportunity to perform a recital, write a thesis paper, or display creative work in a portfolio format. Students will present their Capstone Projects during their junior or senior year to the Arts Pathway community at an annual Arts Symposium event in May.

## 5. Arts Pathway Meetings

Students are expected to attend required monthly advisory and club meetings, as well as meet regularly with arts mentors.

### **Arts Pathway Certificate Candidate Annual Responsibilities**

Students who have been accepted to the Arts Pathway Certificate Program are responsible for the following:

- Mandatory attendance at each monthly Arts Pathway club and advisory meeting
- Attendance at or participation in at least 1 professional arts event per semester
- Attendance at least 3 other arts events per semester (includes Hingham Public Schools events)
- Mandatory attendance at the Capstone Project Arts Symposium in May
- Regular communication with Arts Pathway advisors, executive board, and other Arts Pathway students
- Enroll in Arts Pathway Google Classroom and familiarize themselves with the Arts Pathway Website
- Earn a B+ or higher as a final grade (final average at the end of the course) in all courses applied toward arts pathway academic coursework requirements
- Juniors and seniors only: completion of Capstone Project
- Juniors and seniors only: completion of Arts Pathway Final Portfolio

### **Music Course Requirements (15 Total Credits)**

To be eligible for an Arts Pathway Certificate, students with a focus in music must complete 15 total arts credits, 10 of which must be from the list of music courses below. The remaining 5 credits may be fulfilled through any visual art, music, theater, or elective course included in the Arts Pathway manual. Students must earn a B+ or higher in any courses applied toward the Arts Pathway Certificate.

#### **Performing Ensemble Courses (5 credits)**

Concert Band  
Wind Ensemble  
Concert Chorale  
Mixed Chorus  
Freshman Orchestra  
Orchestra

#### **Non-Performing Ensemble Courses (2.5 credits)**

Fundamentals of Music  
Intro to Piano  
Music Appreciation (Learning to Listen)  
Songwriting and Studio  
AP Music Theory (**5 credits**)

# TECHNOLOGY ENGINEERING PATHWAY (TEP)

## MISSION

The Hingham High School Technology Engineering Pathways Program is designed to further students' interests towards post-secondary education and careers in technology, engineering, math, science, and robotics fields. Through hands-on, project based learning, professional and school events, community-building, mentorship and career-oriented opportunities, students will develop the necessary skills needed to research, analyze, design, construct, and problem solve when approached with real-world challenges.

## Technology Engineering Pathways Structure

There are two related branches of the Technology Engineering Pathway: the Technology Engineering Pathway Club and the Technology Engineering Pathway Certificate Program. The program has been modeled after the Hingham Global Citizenship Program and Arts Pathway structure, and operates similarly.

**The Technology Engineering Pathway Club** is open to all students at Hingham High School interested in developing passion and skill in technology engineering. The Technology Engineering Pathway Club offers social and educational engagement activities that promote critical thinking and problem solving skills using math, science, and engineering. The Technology Engineering Pathway Club meets once per month and offers an array of technically advanced discussions of upcoming events or current technology and engineering topics. All Hingham High students are invited to help plan and carry out Technology Engineering Pathways Club activities and events.

**The Technology Engineering Pathways Certificate Program** is an application-based program with specific requirements. Students in the Certificate Program are required to participate in the Technology Engineering Pathway Club. Participation in the club will be a factor in the admission process for a Certificate Candidate. Students who are currently only in the Technology Engineering Pathway Club may consider application to the certificate program. The Technology Engineering Pathway Club and Certificate Program are intricately connected in terms of social activities, leadership, vision, and purpose; however, the Certificate Program demands a higher level of commitment and involvement from accepted students in addition to other academic and extracurricular activities.

## Technology Engineering Pathways Certificate Application and Expectations

Students are encouraged to apply in the spring of their ninth or tenth-grade year. Applications will be due in May and applicants will be notified of their status in June. New participants will be welcomed at an orientation meeting in June or September. Applicants who are not accepted in the spring of ninth grade are welcome to reapply sophomore year. Active participation in the Technology Engineering Pathway Club will be considered as a factor in a student's application to the Certificate Program.

Students who have been accepted to the Technology Engineering Pathway Certificate Program are responsible for the following:

- Mandatory attendance at each monthly Technology Engineering Pathway club and advisory meeting
- Attendance at or participation in at least 1 professional Technology Engineering event per semester
- Attendance at least 3 other Technology Engineering events per semester (includes Hingham Public Schools events)
- Mandatory attendance at the Technology Engineering Capstone Project Event in May
- Regular communication with Technology Engineering Pathway advisors, executive board, and other Technology Engineering Pathway students
- Enroll in Technology Engineering Pathway Google Classroom
- Earn a C or higher as a final grade (final average at the end of the course) in all non-Technology Engineering Courses applied towards the Technology Engineering Pathways
- Earn a B- or higher as a final grade (final average at the end of the course) in all Technology Engineering courses applied towards the Technology Engineering Pathways
- Juniors and seniors only: completion of Capstone Project
- Juniors and seniors only: completion of Technology Engineering Pathway Final Portfolio

## DUAL ENROLLMENT POLICY

### On-Campus Dual Enrollment Program

Hingham High School has partnered with several local colleges to provide students in good academic standing with the opportunity to earn optional college credit for selected courses. Each course is aligned with the college syllabus and offered during the regular school day at Hingham High School by HHS staff. Dual enrollment students who complete the requirements of the course(s) will earn high school and college credit, if they choose to, through the associated college. Dual enrollment credit is available for a fee set by the college. Students must meet the requirements and policies of the credit-granting institution.

### Off-Campus Dual Enrollment Programs

Students at Hingham High School may be eligible to participate in the Commonwealth Dual Enrollment Program sponsored by the Massachusetts Department of Elementary and Secondary Education. Students who meet the requirements can take courses in any of the state's colleges and universities. Hingham High School's policy for participation in the Dual Enrollment Program is as follows:

1. Students must maintain at least a B average (3.0 state requirement on a 4.0 scale).
2. Students may take courses under the following conditions:
  - The college course must be an extension of courses offered at Hingham High School in a specific academic area that has been exhausted by the student at Hingham High.
  - The college course is not offered at Hingham High School.
  - The college course does not interfere with or take precedence over the student's high school academic program.
  - The student's family takes full responsibility for the student's transportation to and from the state college.
  - The student receives the recommendation of his/her/their high school counselor and principal for participation in the Dual Enrollment Program.
  - The student meets all of the deadlines for submitting registration materials to both the high school and college.
  - Upon review of the student's transcript and recommendations, the Department of Elementary and Secondary Education approves the student's participation in the Dual Enrollment Program.
3. Students who successfully complete a course at the college level will receive both high school and college credit. The course, the grade, and the institution where the course was taken will be recorded on the student's high school transcript.
4. Students may not take more than two courses per semester at any state college or university without prior approval.

**Harvard Extension School - Lowell Scholarships.** Hingham High School students may be eligible to participate in the Harvard Extension School's Lowell Scholarship Program. Lowell Scholarships enable middle- and high-school teachers and high-school students in Boston-area schools to take one Extension School course per term (fall and spring) at half the regular tuition rate (for undergraduate or graduate credit only). The number of scholarships is limited, so teachers and students should apply early in the registration period. Scholarships cannot be used for January session or summer courses. Information about courses, registration, payment, and academic policy are in the Harvard Extension Catalogue or at <http://www.extension.harvard.edu>. Scholarship funds are limited so early application is encouraged.

Hingham High School's policy for participation in the Harvard Extension School's Lowell Scholarship Program is as follows:

1. Students must be enrolled in the 11th or 12th grade.
2. Students must maintain at least a B average.
3. Students may take courses under the following conditions:
  - The college course must be an extension of courses offered at Hingham High in a specific academic area that has been exhausted by the student at HHS.
  - The college course is not offered at Hingham High School.
  - The college course does not interfere with or take precedence over the student's HHS academic program.
  - The student's family takes full responsibility for the student's transportation to and from the Harvard Extension School.
  - The parent or guardian submits a letter of approval to the high school counselor.
  - The student receives the recommendation of their high school counselor and principal for participation
  - The student meets all of the deadlines for submitting registration materials to both the high school and Harvard Extension School.
4. Students who successfully complete a course at the college level will receive both high school and college credit. The course, the grade, and the institution where the course was taken will be recorded on the student's high school transcript.
5. Students may not take more than two courses per semester at any state college or university without prior approval.

## **OTHER COURSES**

All courses taken outside of Hingham High School, including but not limited to summer school and/or on-line classes, must be approved by the principal. Please note that grades from any such outside courses will not be factored into a student's GPA, unless the class was taken for the purpose of making up a failing grade. In those instances both the failing grade, as well as the new passing grade, are calculated in the GPA. No more than a total of fifteen credits may be earned from outside institutions during a student's high school career. Exceptions will be made for students who have fully exhausted all of the options provided at HHS in a particular discipline or for students who must take an online course due to an unavoidable scheduling conflict. In such cases, those approved courses taken outside of HHS would count toward the student's GPA.

## **SCHOOL RECORDS**

The systems concerning attendance, report cards, and formal records areas are as follows:

**Attendance:** The schools keep a record of attendance for each course. Course credit is related to attendance. Excessive or unexcused absence (class cuts) can result in a reduction of the credit awarded for a given course.

**Performance Reports:** The secondary schools provide a formal report four times a year in the form of a report card. The purpose of this report is to provide a summary of assessments made by teachers so that the degree of progress may be judged. In addition, teachers, counselors, or administrators may provide additional information on performance through letters, progress report forms, individual progress reports, telephone calls, or parent conferences.

**Formal Records:** A temporary file is maintained on each student. This file is maintained by the School Counseling Department and may be reviewed by a student or parent upon request. This file contains all school information collected during earlier school years (report cards, transfer reports, test summaries). In addition, the administration maintains a permanent student record of courses taken, grades received, and credits earned.

# COURSE OFFERINGS

# BUSINESS

Students are encouraged to elect business courses that lead to twenty-first century skills and prepare them for an increasingly competitive global society. Over the past several years, there has been a gradual increase in student enrollment in these courses. This increase reflects the growing awareness that the skills and knowledge gained in business and computer classes assist students in obtaining employment and prepare students for academic coursework at the collegiate level. The business courses are strongly recommended for students who plan to major in a business program in college. All courses in this department address Student Learning Expectations 2, 3, 4, and 6. All high school Business courses fulfill the HHS Fine and Applied Arts graduation requirement.

## **623 DIGITAL LITERACY**

Grades 9-12 - 2.5 credits

This course examines the current programs and applications that are used in the world of business. Students will apply Microsoft Office and Google productivity applications to projects and assignments they will face in everyday life. This class progressively builds on previously established computer applications and concepts. Students will also learn about software and Web 2.0 tools that can be used for their academic coursework and in the workplace. Additionally, students will practice 21st century skills by collaborating with others to problem solve and develop proper communication and presentation techniques. Students will be introduced to the concept of digital citizenship and the importance of maintaining their online “self.” Students will be required to participate in daily class work assignments to demonstrate their understanding and application proficiency. This course is especially geared for freshmen and sophomores eager to learn about applying technology to academic, work, and personal life.

## **625 INTRODUCTION TO BUSINESS**

Grades 9-12 - 2.5 credits

This class is designed to introduce students to the world of business. A variety of learning activities and applications will be used to cover topics such as the role of business in our economy, the business cycle, entrepreneurship, business ownership, business management, leadership, marketing and advertising, financial management and accounting, personal finance, information technology, and career planning. Group work, discussions, journaling, projects, and online simulations will be used to authenticate the learning process. Interest in many areas can be explored further in additional business offerings. This course is especially geared toward freshmen and sophomores that have an interest in business.

## **641 FINANCIAL ACCOUNTING**

Grades 10-12 - 2.5 credits

In this course, students are introduced to the “language” of business. The course provides an understanding of the responsibilities that are required for entry-level accounting jobs. Students are introduced to basic accounting principles, examine the importance of ethics in business, and utilize accounting software and electronic spreadsheets for a hands-on approach to learning. This course is highly recommended for all students thinking about majoring in business administration or accounting.

## **645 PERSONAL FINANCE**

Grades 10-12 - 2.5 credits

This course examines the elements of living on your own in the “real world.” Students will be introduced to a variety of personal finance topics including career exploration,

budgeting, banking and investing, credit, and major expenditures. This course examines the many elements of managing money, living independently, and being a responsible consumer. In addition to independent and collaborative assignments, students will be required to participate in regular class discussions and will take part in real-world personal finance simulations.

## **646 A WALK DOWN WALL STREET: FUNDAMENTALS OF INVESTING**

Grades 10-12 - 2.5 credits

*Prerequisite – Personal Finance or departmental approval*

This course will introduce students to the world of wealth management. Students will take an in-depth look at financial securities such as stocks, bonds, mutual funds, real estate, and speculative investments. Students will learn about diversification and how to create a diversified portfolio using stock market simulators. The class will explore popular investment approaches and philosophies. After taking the course, students will understand the role of the stock market in everyday life, develop responsible strategies for managing current savings, and help make better future financial decisions.

## **653 MARKETING**

Grades 10-12 - 2.5 credits

Marketing is an essential function in all types of businesses and organizations. This course provides a comprehensive view of the marketing field. Topics covered include marketing in the 21st century, market segmentation, the marketing mix, and market research and analysis. Students will learn about the multiple aspects of marketing goods and services in the U.S. and global economies. Students will participate in a variety of collaborative activities and discussions. Students will authenticate the learning process with a project based learning experience in conjunction with the Hingham Downtown Association.

## **654 BUSINESS MANAGEMENT**

Grades 10-12 - 2.5 credits

This course examines entrepreneurship and the components of starting and operating a business. It also focuses on the role of the entrepreneur in our economy and our community. Students will be exposed to the major aspects of business management and entrepreneurship. It is designed to provide a solid foundation for students contemplating studying business in college. Topics include but are not limited to entrepreneurship, business communication, business ownership, business plans, financial reports (Income Statement, Profit-Loss Statement, Balance Sheet), economic concepts, marketing, human resource management, information technology, and ethics.



## 681 COOPERATIVE WORK EXPERIENCE

Grade 11-12 - 10 or 15 credits

*Prerequisite - Program coordinator and counselor approval*

This program, designed for students who would like to work during junior/senior year, allows students to attend school in the morning and work in a related business in the afternoon/evening. Students must receive administrative and school counselor approval to enroll. Students must comply with all program guidelines and act in a responsible manner to succeed in this program. Contact your school counselor for more details on this program.

## 656 SPORTS & ENTERTAINMENT MARKETING

Grades 10-12 - 2.5 credits

*Prerequisite – Marketing or departmental approval*

This course is designed for students who want to pursue their interest in marketing and the sports and entertainment industry. This course emphasizes the fundamental marketing concepts and will include an introduction to the sports and entertainment industry. Some topics that will be covered in the course include marketing strategies, sponsorship, pricing, marketing research, endorsements, and promotions. By completing real-world tasks, students will gain a variety of 21st century skills, including critical thinking, communication, and problem solving. This course offers students an advantage if pursuing marketing or sports management degrees at the collegiate level. Guest speakers, case studies, journaling, field trips, videos, and computer-integrated simulations will be incorporated into the class.



## ELECTIVE: CRIMINAL JUSTICE

### 052 INTRODUCTION to CRIMINAL JUSTICE

Grades 9-12 – 2.5 Credits

This course, taught by a Hingham Police Officer, will cover an overview of the criminal justice system. Starting with the police function, students will learn about criminal laws and procedures and how the police carry out their duties. Next, they will learn about the court system and the trial process. Following that, they will explore the correctional system, discussing the different theories of incarceration. The class will involve interactive activities including guest speakers and tours of the Hingham Police Department and Hingham District Court. This course also will serve as an avenue to explore possible career choices in the criminal justice field.

# ENGLISH

## GUIDING PRINCIPLES

The Hingham Public Schools offers a comprehensive and challenging course of study in the English/Language Arts to students in grades 6-12. Students gain competence and confidence as they progress through a vertically articulated program of skills in the areas of reading, writing, speaking/listening, and language. Aligned with the 2017 Massachusetts Curriculum Framework for English Language Arts and Literacy, our program will emphasize the following: formal structural principles of writing as they relate to the expository, persuasive, narrative, and descriptive essay; guided instruction for reading that emphasizes critical analysis and critical thinking skills; ongoing, integrated practice with standards related to speaking/listening and language. The department is committed to instructional practices that promote active learning through student-centered, differentiated lessons designed to appropriately challenge students and support their success. The many reading, writing, and speaking/listening opportunities provided to students each year are intended to help develop an understanding of themselves, an appreciation of the world around them, a dedication to lifelong learning, and confidence in their own voice and communication skills.

## MIDDLE SCHOOL

### GRADE 6

Grade 6 English Language Arts (ELA) is designed to help students grow proficiency in the areas of reading, writing, language, and speaking/listening skills as specified by the 2017 Massachusetts Curriculum English Language Arts and Literacy Framework. Students develop their abilities in the areas of fluency, vocabulary, and comprehension through exposure to a variety of genres including fiction, non-fiction, poetry, essay, personal narrative, and memoir. Anchor texts include selections from the following: Alexander, *Crossover*; Craft, *New Kid*; Draper, *Out of My Mind*; Ganda, *I Will Always Write Back: How One Letter Changed Two Lives*; Hinton, *The Outsiders*; Hunt, *Fish in a Tree*; Lai, *Inside Out and Back Again*; Lord, *Rules*; Lowry, *The Giver*; Park, *A Long Walk to Water* or *A Single Shard*; Rawls, *Where the Red Fern Grows*; Woodson, *Brown Girl Dreaming*. Novel studies are supplemented by selections from McDougal Littell's *Language of Literature* anthology. Formal grammar instruction is presented through McDougal Littell's *Language Network*, *The Winston Grammar Program*, and other resources. Writing instruction focuses on enhancing students' skills related to the structure and development of expository, persuasive, descriptive, narrative, and research writing.

Most grade 6 students will also participate in a STEM/Literacy Lab class that meets twice during each four-day cycle for the full year. This interdisciplinary class provides students with supplementary instruction in reading comprehension, analysis, public speaking, and writing within the context of STEM projects and lessons. Literacy Lab also incorporates an emphasis on building high-frequency, content-specific vocabulary using Greek and Latin roots.

### GRADE 7

**Level 2 (Advanced) 102M**

**Level 3 (Upper Standard) 103M**

**Level 4 (Standard) 104M**

At all levels, seventh grade English involves direct instruction and practice in the skills of reading, writing, critical thinking, speaking, and listening. They study sentence, paragraph, and essay construction and acquire editing/revising skills during the writing process. Assignments will include thesis essays in response to literature, research-based essays, as well as essays in the persuasive and narrative modes. Students learn grammar, punctuation, spelling, and usage skills in practical, authentic contexts. Students engage and interact with a variety of novels, non-fiction texts, short stories, poems, and other mediums of artistic expression to consider questions about challenges, heroism, perseverance, and common human experiences. Texts for this course include selections from the following: *Great Expectations*, Dickens; *The Miracle Worker*, Gibson; *On Two Feet and Wings*, Kazerooni; *A Midsummer Night's Dream*, Shakespeare; *The Adventures of Tom Sawyer*, Twain; *Language of Literature*, (McDougal Littell); *Language Network* (McDougal Littell); *Vocabulary from Classical Roots*, Fifer/Flowers; selected novels for small group independent reading; and selected short stories, myths, plays, and poems.

## **GRADE 8**

**Level 2 (Advanced) 112M**

**Level 3 (Upper Standard) 113M**

**Level 4 (Standard) 114M**

At all levels, eighth grade English involves direct instruction and practice in comprehension, close-reading techniques, and critical thinking skills. Writing instruction continues to teach students how to craft well-organized thesis essays in response to literature and provides ample opportunity for students to express themselves in the persuasive, expository, and narrative modes. Students learn grammar, punctuation, spelling, and usage skills in practical, authentic contexts. Challenging works of literature help to promote students' reading accuracy and comprehension, as well as develop their knowledge and skills related to both prejudice reduction and collective action in order to promote anti-bias and multicultural understanding. The works are examined through a social justice lens and framed around the Learning for Justice standards of identity, diversity, justice, and action. Texts for this course include selections from the following: Frank, *The Diary of a Young Girl*; Knowles, *A Separate Peace*; Heumann & Joiner, *Rolling Warrior*; Jiang, *Red Scarf Girl*; Smith, *A Tree Grows in Brooklyn*; Yousafzai, *I am Malala*; Theoharis, *The Rebellious Life of Mrs. Rosa Parks*; *Language of Literature*, (McDougal Littell); *Language Network* (McDougal Littell); *Vocabulary from Classical Roots*, Fifer/Flowers; selected novels for small group independent reading; and short stories, plays, and poems.

## **HIGH SCHOOL**

**Please note that students are not allowed to enroll in two or more HHS English classes concurrently.**

### **GRADES 9-12**

#### **AP (Advanced Placement – Level 1)**

The English department offers two AP level courses: AP English Language & Composition (available only to juniors) and AP English Literature & Composition (available only to seniors). The requirements and curriculum at the AP level are determined by the College Board. Courses are designed for students who are self-directed learners with particular strengths in English. The expectations for these courses more closely align with those of an introductory college course, requiring a greater out-of-school time commitment due to accelerated pacing, intensive evaluations, and independent long-term work. Students in these courses seek the greater challenge of deeper rhetorical and literary analysis due to their inherent interest in English language and literature and a desire to improve writing beyond the expectations of a traditional high school course. Grammar and vocabulary study are within the scope of the courses, but students are expected to have reasonable proficiency in these areas. Students will compose four or more writing assignments per term.

#### **Honors English (Level 2)**

Students in Honors English courses demonstrate that they are capable of challenges beyond those of the state standards targeted in College Preparatory English courses. Honors courses have accelerated pacing due to more independent reading and writing, as students have well developed analytical reading and writing abilities upon entering the course. This pacing allows for exposure to additional supplementary readings and experimentation with more types of writing. Class time is used for deeper analysis and synthesis, with instruction targeted at further refining students' analytical abilities and broadening the scope of the connections among texts and ideas. Honors courses emphasize honing English competencies. Time is spent mastering and expanding advanced grammatical skills and critical reading skills. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing.

#### **College Preparatory English (Level 3)**

College Preparatory English courses are designed to meet the challenges set forth by the state standards with the specific goal of preparation for post-secondary education. College preparatory courses have deliberate pacing, with more scaffolding and supports designed to assist students in developing their analytical reading and writing competencies. In addition to explicit focus on the ELA standards, College Preparatory courses emphasize organization, process, and study skills. Students in College Preparatory courses are provided opportunities to participate in a variety of learning activities, projects and research-based assignments designed to develop skills in the areas of reading comprehension, writing, grammar/language, critical thinking, and speaking/listening. These courses are designed to assist students in achieving higher levels of independence as they work toward mastery of the learning standards. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing.

## **Standard English (Level 4)**

Standard English courses are designed to meet the needs of students who would benefit from support and structure in meeting the challenges set forth by the state standards. Standard courses have deliberate pacing, with significant scaffolding and supports designed to assist students in improving their reading comprehension and developing their analytical reading and writing competencies. The primary aim of Standard courses will be to bolster and expand the reading, writing, and critical thinking skills of the students through direct instruction in literacy skills tailored to individual needs. Special attention will be given to skills and strategies needed for the Next Generation MCAS exam. Students are recommended for this class based on standardized test results, teacher recommendations, and academic performance. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, and creative/original writing.

## **GRADE 9**

### **HUMANITIES**

**Level 2 (Honors) 122**

**Level 3 (College Preparatory) 123**

**Level 4 (Standard) 126**

5 Credits

This course introduces students to major works of literature that have shaped or reflect significant themes in world civilization. Through the study of this literature students will refine skills of reading accuracy, critical thinking, analysis and interpretation, writing, speaking and listening. Students in this course also participate in a variety of projects and research-based activities. Essential questions for this course include: What characterizes a hero? What is the nature of the journey and how is it transformative? How do stories reflect a society's culture, its morals, the nature of conflict, and the forces of good and evil? How can learning about cultural and historical experiences inform our understanding of heroism? What are some universal truths of the human experience? What makes the individual humane? Texts for this course include selections from the following: *A Tale of Two Cities*, Dickens; *Lord of the Flies*, Golding; *The Odyssey*, Homer; *To Kill a Mockingbird*, Lee; *Mythology and You*, Rosenberg and Baker; *Romeo and Juliet*, Shakespeare; *Holt Handbook*, Third Course, Holt, Rinehart, and Winston; *Vocabulary from Classical Roots*, Fifer/Flowers; *The Language of Literature* (McDougal Littell), and other resources.

## **GRADE 10**

### **WORLD LITERATURE**

**Level 2 (Honors) 142**

**Level 3 (College Preparatory) 143**

**Level 4 (Standard) 146**

5 Credits

This course explores major works of literature and emerging voices from world cultures, including but not limited to England, Eastern and Western Europe, Asia, Africa, and Latin America. These texts encourage students to reflect on and discuss race, class, and gender, topics that are in the news, on social media, and in our everyday conversations. In addition, students consider society's structures - government, religion, technology, education, family, and traditions - and how they shape and reflect the values of all cultures. Through diverse global literature and authentic voices, students reflect on the past, discuss the present, and imagine the future. Students engage in frequent critical reading, produce analytical and creative writing assignments, and participate in both teacher and student-led discussions. This course is designed to help students improve reading accuracy, comprehension, interpretive ability, and writing ability. Grammar, usage, and vocabulary are integrated into all units of instruction. Essential questions for this course include: What is culture, and how are we able to understand and analyze it through its various byproducts such as literature, film, and art? How does our cultural worldview influence and inform our perception of people from other cultures? How do important historical or political shifts affect the lives of the people in a culture or society? Which aspects of culture are universal throughout all societies? How can we identify if the text or materials represent bias, stereotypes, or inaccurate information about a culture? Texts for this course include selections from the following: *Things Fall Apart*, Achebe; *To Live*, Yu; *A Doll's House*, Ibsen; *Pomegranate Soup*, Mehran; *1984* and *Animal Farm*, Orwell; *Persepolis*, Satrapi; *Macbeth* or *Merchant of Venice*, Shakespeare; *Balzac and the Little Chinese Seamstress*, Dai; *Maus I & II*, Spiegelman; *Night*, Wiesel; *The Language of Literature* (McDougal Littell); *Holt Handbook*, Fourth Course, Holt, Rinehart, and Winston; and other resources.

## GRADE 11

### ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

#### **Level 1 (Advanced Placement) 151**

5 Credits

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. (adapted from The College Board Course Description © 2020)

Texts for this course include selections from the following: *Between the World and Me*, Coates; *Narrative of the Life of Frederick Douglass, An American Slave*, Douglass; *The Great Gatsby*, Fitzgerald; *Herland*, Gilman; *The Book of Unknown Americans*, Henriquez; *The Woman Warrior*, Kingston; *The Grapes of Wrath*, Steinbeck; *Everything's An Argument*, Sixth Edition; *50 Essays: A Portable Anthology*, Third Edition; *Language of Composition*, Fifth Edition. Students write in informal and formal contexts. Students will be engaged in frequent class discussions, critical reading practice, imitation exercises, journal keeping, in-class responses, timed writing exercises, and formal instruction in expository and persuasive writing. In-class writing falls into the three major categories: expository rhetorical analysis, persuasive argument, and synthesis writing. Students will become acquainted with a wide variety of prose styles and gain understanding of the connections between writing and interpretive skill in reading.

### AMERICAN LITERATURE

#### **Level 2 (Honors) 152**

#### **Level 3 (College Preparatory) 153**

#### **Level 4 (Standard) 154**

5 Credits

This course offers a thematic approach to the study of American literature with the goal of understanding the development of American identity, values, and culture. Students analyze and interpret works from various literary movements, from Puritanism through Postmodernism. An examination of selected texts and related artistic expressions from representative time periods and regions of our country enables students to trace the story of America-- where it has been, where it is now, and where it will be in the future. Essential questions for this course include: What is the nature of the American story - its past, present, and future? How does a work of literature give insight into American values in terms of the following ideas: the desire for freedom; the search for identity; and the conflict between the individual and society? How do these American values change for different people in different time periods and regions? What is the American Dream? Texts for this course include selections from the following: *The House on Mango Street*, Cisneros; *Narrative of the Life of Frederick Douglass, an American Slave*, Douglass; *The Great Gatsby*, Fitzgerald; *A Raisin in the Sun*, Hansberry; *The Scarlet Letter*, Hawthorne; *The Crucible*, Miller; *The Catcher in the Rye*, Salinger; *The Color Purple*, Walker; *Ethan Frome*, Wharton; *American Literature & Rhetoric*, (BFW Publishers); and other resources.

## GRADE 12

### ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

#### **Level 1 (Advanced Placement) 161**

5 Credits

This college level course is designed for students who are committed to the rigorous study of literature. Students analyze, interpret, evaluate and write about literature--fiction, poetry, drama--from various time periods, genres, and cultural contexts. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, tone, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students will also engage in frequent class discussions, critical reading practice, imitation exercises, journal keeping, in-class responses, timed writing, and creative writing exercises. The course also introduces and employs various literary theory lenses to enhance students' critical reading and writing skills. The mid-year exam is a three-hour simulation of the AP Exam. (adapted from The College Board Course Description © 2020)

Titles may include *Introduction to Literature*, (Bedford); *Waiting for Godot*, Beckett; *The Awakening*, Chopin; *Heart of Darkness*, Conrad; *Homegoing*, Gyasi; *Their Eyes Were Watching God*, Hurston; *M. Butterfly*, Hwang; *A Prayer for Owen Meany*, Irving; *Dubliners*, Joyce; *Death of a Salesman*, Miller; *The Road*, McCarthy; *Citizen*, Rankine; *God of Small Things*, Roy; *Hamlet*, Shakespeare; *Twelfth Night*, Shakespeare; *Frankenstein*, Shelley; *Arcadia*, Stoppard; *Mrs. Dalloway*, Woolf; *Native Son*, Wright; *Counting Descent*, Smith; and *Rose*, Young-Li; and selected poems.

## SENIOR SEMINARS

Seniors in levels 2, 3, and 4 will meet their senior English requirement by selecting two semester-long courses. These multi-leveled courses are designed as discussion-based investigations into specific topics and are intended to resemble more closely post-secondary educational experiences. All courses will require four writing assignments per term for terms 1, 2, and 3. Three writing assignments will be required for term 4. Reading requirements for individual courses may be found in the course descriptions below. All seniors participate in an in-class writing workshop to draft their college application essays or related personal statements for employment purposes. This writing workshop is an academic requirement at all levels in the Grade 12 curriculum and is scheduled during Term I.

### DETECTIVES IN LITERATURE

**Level 2 (Honors) 196**

**Level 3 (College Preparatory) 197**

**Level 4 (Standard) 198**

2.5 Credits

Detective fiction has become one of the most popular genres of fiction today. With Edgar Allan Poe as its founding father, this literary genre originated in America in the early nineteenth century. This course examines detective narratives in various mystery subgenres, attempts to trace the genre over the past 150+ years, and determine what detective fiction reveals about the time period in which it was written. Students will read both classic and contemporary authors to understand how the history and evolution of detective fiction defines that genre. Essential questions for this course include: How does detective fiction reflect the values, concerns, and tensions of the writer's society? How do authors use the genre of detective fiction to address issues of human nature and human interaction? How do societies' notions of a hero change over time? Texts for this course include selections from the following: "Murders in the Rue Morgue", Poe; *The Hound of the Baskervilles*, Doyle; *And Then There Were None*, Christie; "Red Wind", Hammett; *The Maltese Falcon*, Dashiell Hammett; *The Big Sleep*, Chandler; *A Drink Before the War*, Lehane; *Last Seen Wearing*; Dexter; *Angels and Demons*, Brown; and other selections.

### FILM AND MEDIA LITERACY:

**Reading and Writing About Cinema**

**Level 2 (Honors) 165**

**Level 3 (College Preparatory) 166**

**Level 4 (Standard) 167**

2.5 Credits

This course provides a broad overview of analytical and critical approaches to studying film. Genres studied are selected from gangster, war, documentary, coming of age, and suspense. The course culminates with a thematic study of films addressing the topics of alienation and disillusionment. The recurring focal point for the course is the relationship between Hollywood cinema and American culture. Students also gain an understanding of film style as it appears in the works of major American filmmakers. Students complete readings as well as critical and creative writing, a research project, and student-directed films. Essential questions for this course include the following: How do films capture and express the values and ideas of American culture? How does film increase awareness of the changing shape of cultural ideals and values? How do literary, dramatic and cinematic levels aid in the analysis of film? How do the three levels of film interact and create an overall sense of meaning and mood? Texts for this course include selections from the

following: *Looking at Movies: An Introduction to Film*, Barsam and Monahan; *Jaws* (BFI Modern Classics); *Silence of the Lambs* (BFI Modern Classics); *The Godfather* (BFI Modern Classics); and other selected essays, articles, and criticisms.

### GLOBAL ISSUES IN LITERATURE

**Level 2 (Honors) 193**

**Level 3 (College Preparatory) 194**

**Level 4 (Standard) 195**

2.5 Credits

Each year the world becomes more interconnected through technology, economics, politics, and travel, but how well do we really know and understand each other? How equipped are we to communicate, empathize, and build relationships with global communities, governments, and businesses? This course will address these questions and explore important contemporary global issues including migration, gender equity, commerce, income inequality, education, and opportunity. The course will use late-20<sup>th</sup> and 21<sup>st</sup> century texts to increase students' abilities to comprehend and think critically about complex relationships across diverse cultures and ideologies. Essential questions for this course include: What is globalization and what are its positive and negative attributes? How does living in a globalized world affect people's values, ideals, priorities, and perceptions of others? How can the study of literature help people identify and address conflicts & questions that arise in a globalized world? How can the study of literature increase communication, productivity, understanding, and empathy among diverse groups of people? How do we respond to "The Other" and how does literature increase our understanding of and empathy for those who are different from us? Texts for this course include selections from the following: Adiga, *White Tiger*; Boyle, *Tortilla Curtain*; Cleave, *Little Bee*; Geda, *In the Sea There are Crocodiles*; Hamid, *The Reluctant Fundamentalist*; Kincaid, *A Small Place*; Kristoff & WuDunn, *Half the Sky*; Lalami, *Hope and Other Dangerous Pursuits*; Nguyen, *The Refugees*; St. John, *Outcasts United*; and selected short stories, poems, and periodicals & articles. (Note: This course will fulfill one course requirement for the GCP Certificate Program.)

### SATIRE, HUMOR, & IRONY

**Level 2 (Honors) 171**

**Level 3 (College Preparatory) 172**

**Level 4 (Standard) 173**

2.5 Credits

Satire is a literary genre that uses irony, humor, and other techniques to create social or political criticism. While the tradition of satire dates back for as long as things have been

funny, modern pop culture is also filled with satirical references and influences. This course looks at both the classic origins of satire and the modern manifestations of satirical traditions. Starting with the influences of Classical comedy as interpreted by writers such as Shakespeare and Jane Austen, the course moves forward through time to investigate how these same comedic techniques inform the work of modern authors such as Kurt Vonnegut and Douglas Adams as well as how early texts and techniques are infused into modern film and television. Essential questions for this course include: What is satire? How does satire develop its criticism of specific cultural norms? Should there be limits to satire? Who is more responsible in deciphering a work's meaning: the artist or the audience? How effective is satire at changing its targets? Does it help to reform social ills or can it perpetuate the flaws it targets? Texts for this course include selections from the following: Austen, *Emma*; Austen, *Pride and Prejudice*; Brooks, *Blazing Saddles*; Rosen, ed. *May Contain Nuts*; Shakespeare, *12th Night*; Shakespeare, *Midsummer's Night Dream*; Vonnegut, *Slaughterhouse Five*; Wilde, *The Importance of Being Earnest*; Weir, *The Truman Show*; and selected short stories by Bartheleme, Vonnegut, Jackson, Saunders, Borges, Wallace, O'Connor, Stafford, and Salinger.

#### **READING TO WRITE:**

##### **An Analysis of Genre & Style**

**Level 2 (Honors) 168**

**Level 3 (College Preparatory) 169**

**Level 4 (Standard) 170**

2.5 Credits

Have you ever laughed out loud while reading a book? Have you ever gotten lost in a fictional world? Have you ever found yourself in someone who only exists on the page? American author George Saunders says that "in [those moments] of reading, the writer comes up to the surface and the reader comes up to the surface and they kiss, like two fish." This course will explore what literature is, what role it plays in our lives, and what it means to get fish to kiss. Using texts from a variety of movements and genres, students will learn how to read like a writer and how to write like the writers they read. Throughout the course, students will develop both their critical and creative writing skills as they analyze and emulate the literary techniques and styles of a range of authors. Essential questions for this course include: What is literature? What are the different ways we find meaning in literature? What are the ethics of reading and writing? How does a text become a "classic"? How should we use literature in our own lives? Texts for this course include selections from the following: Rowling; *Harry Potter and the Sorcerer's Stone*; Hurston, *Their Eyes Were Watching God*; Tan, *The Arrival*; nonfiction selections from Roland Barthes, Zadie Smith, Terry Eagleton, Jane Alison and Yuval Noah Harari; and other selected short stories, poems and films.

#### **DISABILITY VOICES IN LIFE & LITERATURE:**

##### **Reading & Writing For Justice**

**Level 2 (Honors) 185**

**Level 3 (College Preparatory) 186**

**Level 4 (Standard) 187**

2.5 Credits

The goal of this course is to explore multiple media representations of the lived experiences of individuals with

disabilities, as well as understand how disability issues are presented to the public. Students will study examples of disabling people through lack of access, media caricaturing and other barriers preventing citizens with disabilities from participating in all aspects of life. Students will also research varied origins of discrimination and focus on the necessary steps to remedy disparities in education, healthcare, the workforce, and broader community life. An integral part of this coursework will come from reading many perspectives, including viewpoints often underrepresented or actively silenced, as well as voices joyfully celebrating the works of artists that reflect a resistance to ableism. Students can approach the subject matter of this course with compassion, curiosity and a willingness to examine disability and diversity issues through a social justice lens. Most importantly, this course aids in personal growth, preparation for life outside of high school—a life that includes the rich experiences and contributions of citizens with disabilities. Essential questions for this course include: What is ableism and what are the systems upholding it? How does disability intersect with environmentalism, public health, and state violence? What is disability solidarity and how can it be employed as an aspect of social justice? Students will primarily read contemporary authors such as Alice Wong, David Sedaris, Judy Huemann, Maysoon Zayid, Harriet McBryde Johnson, Nancy Mairs, and Rebekah Taussig.

## **ENGLISH ELECTIVES**

The following English courses are open to all interested students. These courses may not be taken in place of the required four English courses, only in addition to those courses.

### **183 CREATIVE WRITING**

Semester course – 2.5 credits

Students will develop their writing skills in personal essays, short stories, and poetry. Conducted in a workshop setting, the course will incorporate short exercises and activities, including journals, designed to enhance creativity. Students will learn to critique their own writing and that of their peers and to revise drafts of their own work. They will also create a final portfolio demonstrating their growth and performance as writers. This course may be repeated for full credit with the instructor's approval. It fulfills the HHS Fine or Applied Arts graduation requirement.

### **184 JOURNALISM**

Semester course – 2.5 credits

This will be a hands-on course that teaches through practice the theories and techniques of news reporting. Focus will be the editor's and reporter's roles, headline writing, and basic language and research skills for the newspaper format. Activities will include editing and production, design and layout, photography, and publishing. Students will publish work in the Harborlight and/or will have the option to build and develop their own media websites. This course may be repeated for full credit with the instructor's approval.

## READING

### **115AM READING LAB 6**

Grade 6 - 2 periods

### **180M READING LAB 7**

Grade 7 - 2 periods

### **181M READING LAB 8**

Grade 8 - 2 periods

Students enrolled in the middle school reading lab classes will receive direct instruction in skills and strategies applicable to all of their academic subjects. Topics will include specific reading comprehension strategies, vocabulary expansion, and strategies for test-taking. Participation in these courses is determined by the following factors: reading and language scores on various standardized tests, students' academic performance, and teacher recommendations.

### **182 SECONDARY LITERACY STRATEGIES I**

Grade 9 – 2.5 credits

This first-semester course focuses on the development of active reading strategies for narrative and informational text and those strategies that will assist students in meeting the academic requirements of grade nine. Students learn to apply these strategies directly to their content area materials in order to identify and comprehend explicit and implicit information. Other related skills covered during the semester will include the following: improving reading rates, identifying personal learning styles, and developing study skills. Executive functioning skills such as the planning and organization of short-term and long-term assignments will be taught in relation to content area classes. Students are considered for this class based on middle school standardized test scores and/or teacher recommendations.

### **132 SECONDARY LITERACY STRATEGIES II**

Grade 10 – 2.5 credits

This second-semester course continues to focus on the skills taught in Secondary Literacy Strategies and will assist students in meeting the academic requirements of grade 10. Both informational and narrative comprehension strategies are reviewed and expanded upon as students learn to apply them directly to their content area materials, projects, and texts. Instruction continues in skills related to reading rates, learning style, study skills, and vocabulary. Executive functioning skills such as the planning and organization of short-term and long-term assignments are reviewed. Special emphasis will be placed on the skills necessary to meet the reading and writing requirements of the Next Generation MCAS with the goal of improving from previous test scores. Students are considered for this class based on previous standardized test scores and/or teacher recommendations.



# FAMILY & CONSUMER SCIENCES

All courses in Family & Consumer Sciences introduce the fundamentals of green living and being a good consumer. Through a broad range of experiences, the department enables students to develop the attitudes, knowledge, and skills needed for responsible and effective management of their lives. Learning these skills empowers students to address change and cope with the challenges of balancing work, family, commitment to community and self. They also gain practical assistance in making appropriate lifestyle choices. Education in this discipline teaches knowledge and life management skills relating to human growth and development; personal and family relationships; food science and nutrition; personal and family health and safety; management of time, money and green energy; textiles and technology; career exploration; consumer awareness and education. All courses in this department address Student Learning Expectations 1-7 with an emphasis on #3) Communicates effectively and #4) Identify, analyze and solve problems. All high school courses fulfill the HHS Fine or Applied Arts graduation requirement.

## 800M FAMILY & CONSUMER SCIENCES EXPLORATORY PROGRAM

Grade 6 students will participate in introductory programs related to Family and Consumer Sciences (formerly Home Economics). This course is the students' first exposure to this program and the beginning course from which all others are derived. Each class will meet once per cycle for one term.

## 801M FAMILY & CONSUMER SCIENCES 7

Grades 7 - 2 periods

This is an elective in which grade 7 students will increase their knowledge of Family and Consumer Sciences. Technology, team-work, and critical thinking are important parts of this course, which utilizes an interdisciplinary approach. Family & Consumer Sciences 7 includes the following areas:

- 1) Nutrition - Students will learn the importance of good nutrition and personal health by studying the food groups and food labels.
- 2) Kitchen Management Skills - Students will learn to work safely and efficiently in a kitchen setting while preparing a variety of breakfast foods.
- 3) Meal Planning - Students will plan, organize, prepare and present a well-balanced breakfast meal for their group.
- 4) Textiles and Technology - Students will learn to construct basic sewing projects by utilizing the techniques of both hand and machine sewing.

## 802M FAMILY & CONSUMER SCIENCES 8

Grade 8 - 2 periods

Family & Consumer Sciences 8 is a reinforcement of techniques and principles learned in Family & Consumer Sciences 7. Cooperative learning and critical thinking are important factors in this interdisciplinary approach to the following areas:

- 1) Nutrition – The importance of nutrients and healthy eating guidelines are reinforced as students learn to make informed choices regarding their personal health.
- 2) Food Preparation – Students will learn basic food skills by preparing a variety of luncheon and simple dinner foods, including soups, salads, sandwiches, main dishes and desserts.
- 3) Textiles and Technology – Students will increase their knowledge of textiles and construction technology through practical application of a sewing project.
- 4) Child Care and Development – Students will be introduced to the basics of child care and child development. Babysitting responsibilities and rights will be emphasized.



## HIGH SCHOOL

All courses fulfill Hingham High School's Fine and Applied Arts graduation requirements.

### **821 FOODS AND NUTRITION I**

Grade 9-12 - 2.5 credits

This course introduces students to the basic food elements and their relationship to optimal health and fitness. Through cooperative learning and an interdisciplinary approach, students learn basic skills related to food preparation. Students prepare foods selected from the concepts covered: the food groups and nutrition resources, a healthy diet, soups, sauces, fast and healthy meals, quick and yeast breads, cooking with eggs, and special occasion foods. Food science and technology, labeling, measuring techniques, time management, consumerism and food safety will be stressed. It is a primary aim of this department to provide students with opportunities to process new information, practice appropriate skills, and learn to make healthy dietary choices for lifelong wellness.

### **822 FOODS AND NUTRITION II**

Grades 10-12 - 2.5 credits *Prerequisite: Foods and Nutrition I*

This course builds on students' prior food knowledge, skills and experience, and offers ample opportunities to gain additional knife skills in preparing and serving food. Students prepare health-conscious foods in an active learning environment where emphasis is placed on critical thinking and problem solving skills. Specific areas of study include knife skills, advanced egg cookery, cake decorating, meal planning and budgeting, quick meals and accommodating food allergies. Students will learn to identify, use, and evaluate health information and resources that are current and applicable in their lives. They will become educated consumers and practice making informed and responsible judgments regarding personal health and fitness.

### **815 GLOBAL FOODS**

Grades 10-12 - 2.5 credits *Prerequisite: Foods and Nutrition I*

Global Foods is a semester course designed for the experienced student who has considerable background in foods work in the classroom or food-related business. This laboratory class will take acquired culinary skills to the next level and will introduce students to the link between food and culture. Global Foods is a forum for students to bring individually acquired knowledge and skills to class. This is active learning, student-centered and student-driven. Students learn about cultural influences, geography, and historical events and their influence on food choices and food preparation techniques. Exposing students to regional and ethnic cuisines will prepare students as we become a more global society. This course meets the requirements for a Global Electives course for the Global Citizenship Program (GCP).

### **830 EXPLORING FASHION I**

Grades 9-12 - 2.5 credits

This course introduces students to the world of fashion and sewing. Students can expect to explore fashion history, sustainability, fast fashion, elements and principles of design, wardrobe planning, careers in fashion, and simple fashion drawing. Students will receive a hands-on approach to

practical and basic sewing skills with a variety of simple sewing projects and constructing a simple garment. Students will be expected to bring in appropriate materials. This class is designed for all students who have an interest in sewing, fashion or careers in the fashion world.

### **832 EXPLORING FASHION II**

Grades 10-12 - 2.5 credits *Prerequisite: Exploring Fashion I*

This course is an extension of Exploring Fashion I. Students will continue to cultivate their creative skills and knowledge with teacher and student led projects or assignments. Students will explore merchandising and other fields of personal interest in the fashion industry.

### **831 INTERIOR DECORATING AND DESIGN**

Grades 9-12 - 2.5 credits

This course introduces students to the elements and principles involved in creating an appealing and functional interior environment (home). The curriculum provides technical knowledge, history, theory, and the opportunity to develop design techniques. Theoretical and practical projects are assigned to assist students in expressing their unique style and ideas through drawing, model making and computer aided design. Student ideas are strengthened through study of color, historic architecture styles, client based, and creative problem solving projects.

### **844 CHILD DEVELOPMENT I**

Grades 10-12 - 2.5 credits

Physical, social, emotional, and intellectual development of the child from conception to age 4 is the course content. Emphasis is placed on working with children to promote each type of development with consideration given to safety, selection and preparation of learning materials. Students are taught how to write, execute, and self-assess lesson plans. HHS students have authentic hands-on experience working with children in our preschool program here at HHS. The course culminates with a preschool graduation; then students reflect on their personal values and goals as related to parenthood.

### **845 CHILD DEVELOPMENT II**

Grade 11-12 - 2.5 credits

*Prerequisite: Child Development I*

This is an advanced course for students interested in a career involving children. Emphasis is placed on the development and understanding of varied techniques of early childhood education with a focus on intellectual and social growth. Students will plan and execute activities and projects to be used in their preschool experience. Additional study topics include children with special needs, adoption, and child abuse.

# FINE & PERFORMING ARTS

## Art, Music, Drama

The teachers of Fine Arts in Hingham hold that

- An art experience is a highly personal and unique interaction involving the student and the art object
- Direct experience involving the use of media is essential for any complete understanding of art
- While standards of art performance are desirable, they are relative to the individual student's capacity to perform
- Students contemplating extended involvement in art and/or pursuit of a career in art should begin art electives as early as possible.

All courses in this department address Student Learning Expectations 3, 4, and 6.

HHS also offers Photography and Graphic Design courses for those interested through our [Technology Engineering Department](#)

## ART

### **906M ART 6 - Grade 6**

This course is designed to build upon artistic knowledge acquired in the elementary years and prepares students to enter into a more intense middle school art program. The course is a semester course where students will be exposed to a variety of media and materials and will be required to make artistic choices that will inform their artwork. Developmentally appropriate projects are designed to further artistic skill and knowledge while allowing for a high level of success for all students, building confidence and self-awareness. Connections will be made to art history and other academic subjects as students explore slightly more mature concepts and themes. Students are held to a high level of craftsmanship that will prepare them to move into seventh and eighth grade art.

### **900M ART 7 - Grade 7 - 2 periods**

This course is designed to continue interest and develop new awareness in art from the sixth grade level. Introductory Art introduces and develops skills in perspective, design, and composition. Experimentation with media and techniques are achieved through drawing, painting, graphics, and crafts. Art history is also discussed in conjunction with specific units. (May be combined with course 901M as necessitated by enrollment count)

### **901M ART 8 - Grade 8 - 2 periods**

This course is an exploratory course designed to introduce students to a variety of art experiences while further developing skills and theories taught in Introductory Art. Students will be introduced to new materials and given opportunities to pursue their own interest in the production of two- and three-dimensional art. (May be combined with course 900M as necessitated by enrollment count)

### **910 DRAWING & PAINTING I**

*(formerly Intro to Drawing & Painting)*

Grades 9-12 - 2.5 credits

This course introduces students to the fundamentals of the two dimensional visual arts in a studio environment. Basic skills of perspective, basic shapes, and design are explored using a variety of media including pencil, colored pencil, and tempera paint. Basic print making techniques will be explored.

### **920 DRAWING & PAINTING II**

*(formerly Drawing & Painting I)*

Grades 10-12 - 2.5 credits

*Prerequisite: Drawing & Painting I*

This course develops technical skills while encouraging creative solutions to design problems. Properties of light and their relative values, color, and application are emphasized. Materials used include pen and ink, charcoal, pastels, tempera, and acrylic paints.

### **921 DRAWING & PAINTING III**

*(formerly Drawing & Painting II)*

Grades 11 & 12 - 2.5 credits

*Prerequisite: B+ or better in Drawing & Painting I & II recommendation or permission of the instructor*

This course is a continuation of Drawing & Painting II with emphasis on lineal depth, composition, and individual design. Colored pencils, pastels, and acrylic paints are used in the production of original art. Students are introduced to new techniques while incorporating concepts taught in Drawing & Painting I and II.

### **933 DRAWING AND PAINTING IV**

Grade 12 - 5 credits

*Prerequisite: B+ or better in three art courses including Drawing and Painting I and II and III; recommendation or permission of the instructor*

Students will develop a sophisticated body of work through experimenting with materials and processes while also revising as they create to further investigate their own artistic voice. This is a rigorous course that involves written formal critiques of professional artwork as well as intensive verbal critiques with other art disciplines. Students who are applying to art schools and art programs are encouraged to take this class as a means of support for the college application process.

### **930 CERAMICS & SCULPTURE I**

Grades 9 - 12 - 2.5 credits

Ceramics & Sculpture I explores three-dimensional form in the three basic hand-building techniques of coil, slab, and sculpture as well as proper firing and glazing techniques. Emphasis is placed on design, construction, and the craftsmanship of each project while developing appropriate Studio Habits of Mind.

### 931 CERAMICS & SCULPTURE II

Grades 9 - 12 - 2.5 credits

*Prerequisite: Ceramics & Sculpture I or Wheel Throwing*

Building on the skills and techniques covered in Ceramics I, this course will provide students the opportunity to develop a personal artistic voice. More time will be devoted to analyzing and discussing famous artwork as well as critiquing peers' artwork. Students can elect to take this course multiple times for credit with instructor's permission.

### 932 WHEEL THROWING

Grades 9- 12 - 2.5 credits

This course will introduce students to the potter's wheel and how a functioning studio operates. Emphasis is placed on many hours of practice of specific hand positions and tools to help develop muscle memory. We will examine and discuss multiple examples of contemporary potters and artists to help students understand and develop a personal style.

Check out [instagram@hingham\\_pottery](https://www.instagram.com/hingham_pottery)

### 935 ADVANCED WHEEL THROWING

Grades 9-12 - 2.5 credits

*Prerequisite: Wheel Throwing*

Students build upon the endless hours of practice in the beginner class to learn more advanced techniques including teapot construction, double walled vessels, platters, and jugs. Emphasis is placed on throwing bigger while developing a personal artistic voice. Independent research of contemporary artists is required for each project. Students can elect to take this course multiple times for credit with instructor's permission.

### 937 AP STUDIO ART: 3-D DESIGN

Level 1 - 5 credits

*Prerequisite: any two ceramics classes and recommendation or permission of the instructor*

Students will continue to pursue the investigation of the three-dimensional form in wheel throwing and handbuilding with clay but also expand their vocabulary by using alternative materials. AP 3D Studio Art is not based on a written exam; instead, students must submit portfolios for evaluation at the end of the school year consisting of two sections: Selected Works and Sustained Investigation. In Selected Works, students are asked to demonstrate their understanding of art elements and design principles through five artworks. In Sustained Investigation, students must explore a single concept through a series of pieces that demonstrate a strong artistic voice. This is a rigorous course that involves written formal critiques of famous artwork as well as intensive verbal critiques with other art disciplines. For the motivated art student, it is incredibly rewarding.

### 936 AP STUDIO ART: 2-D DRAWING (new course)

Level 1 - 5 credits

*Prerequisite: B+ or better in three art courses including Drawing and Painting I, II, and III; recommendation or permission of the instructor*

Students will develop a sophisticated body of work through experimenting with materials and processes while also

revising as they create to further investigate their own artistic voice. This is a rigorous course that involves written formal critiques of professional artwork as well as intensive verbal critiques with other art disciplines. AP 2D Studio Art is not based on a written exam; instead, students must submit portfolios for evaluation at the end of the school year consisting of two sections: **selected works** and **sustained investigation**. In **selected works**, students are asked to demonstrate their understanding of art elements and design principles through five artworks. In **sustained investigation**, students must explore a single concept through a series of pieces that demonstrate a strong artistic voice.

### 938 MIXED MEDIA

Grades 9-12 - 2.5 credits

This course will offer in-depth exploration of techniques and new ways to see, use, and interpret found objects. Students will create multi-directional compositions with a variety of materials, paint, images, found objects, and ink painting. Techniques will include collage, monotype printing, drawing, painting, mixing, assemblage, cutting and pasting, etc. This course is designed to give students a wide variety of art making experiences and allows students to continue to explore various visual art forms and techniques through the elements and principles of art and design.

## DRAMA

**GRADE 6** – Most sixth-grade students take an exploratory course in drama that meets once per cycle for one term. The purpose of this course is to introduce sixth-grade students to the seventh and eighth grade drama curricula through a workshop-based format. These stand-alone workshops, which are designed to be entertaining and easily achievable without intimidation, will introduce the basic skills of voice, face, expression, music, movement, and improvisation.

### 125M DRAMA 7

Grade 7 - 2 periods

This course is open to all seventh-grade students. In an activity-learning format, students are introduced to the fundamentals of oral communication skills and dramatic performance. Throughout the course, students work in an atmosphere designed to encourage self-confidence and personal growth through creative thinking, improvisation, and group interaction. Students perform a teacher-assigned scene from dramatic literature, learn the fundamentals of pantomime, develop beginning improvisational techniques, and write and perform a puppet show on a teacher-approved topic.

### 135M DRAMA 8

Grade 8 - 2 periods

This course is open to eighth-grade students. No prior experience in drama is required. In an activity-learning format, students gain experience in the practical application of fundamental speech and drama skills in a variety of production experiences. A primary activity in this course is public performance; each student is expected to perform before an audience. Students create and perform sketches, write and

execute an old-fashioned radio show with sound effects, produce a short film project, perform a teacher-assigned scene from dramatic literature, and participate in the production of a one-act play chosen by the teacher.

### **175 ACTING & IMPROVISATION**

Semester course – 2.5 credits

In this active class, students will play physical and mind-bending games to stretch their creative talents – or maybe find them. Through improvisation and other methods, students will develop quick-thinking, character development, comic timing, and team work – and have a great time doing it. Students will also have the opportunity to learn basic set building/painting while helping create the sets for their own production and those of the drama club. All students are welcome with or without previous experience. This course may be repeated for full credit with the instructor's approval.

### **176 ACTING, IMPROVISATION, and MORE**

Semester course – 2.5 credits

*Prerequisite: Acting & Improvisation or permission of the instructor.*

Students will continue their creative and performance journey begun in Acting & Improvisation. Building on their own personal skill level, students will further learn to add to their improvisational talents and dig deeper into the world of creating characters. Students will continue to participate in more challenging theater games, physical activities, and improvisation - all aimed at freeing the creative nature, understanding play production, and strengthening teamwork. Students will be introduced to directing for the first time and further exposed to the beginning technical aspects of theater such as set construction, painting, lights and sound. This course may be repeated for full credit with the instructor's approval.

## **MUSIC**

All courses in this department address Student Learning Expectations 1, 3 and 6. *Students must be enrolled in a performing ensemble in order to be eligible to participate in any select ensembles, department-sponsored field trips or regional music festivals such as those sponsored by SEMSBA and MMEA*

### **MUSIC GRADE 6**

#### **960M - Band, 970M- Chorus, 980M-Orchestra**

Sixth graders study music in band, orchestra, or chorus. Students will develop emerging musical skills through the preparation of appropriate repertoire. Rehearsals involve smaller sections of the full ensemble, which typically meets once immediately prior to performances. Participation in three evening concerts and all dress rehearsals is a requirement of the course. All ensembles meet every other day in a four-day cycle.

### **961M GRADE 7 CONCERT BAND**

This elective course is open to all students in grade seven who have completed two or more previous years of band instruction, or can demonstrate an equivalency at the

discretion of the director. The course develops the students' understanding of and familiarity with the fundamental elements of music performance, with an emphasis on style, rhythmic accuracy, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in two large sections every other day, and students perform in three concerts during the school year. (May be combined with course 962M as necessitated by enrollment count)

### **962M GRADE 8 CONCERT BAND**

This elective course is open to all students in grade eight who have completed three or more previous years of band instruction or can demonstrate an equivalency at the discretion of the director. The course continues to develop the students' understanding of and familiarity with the elements of music performance, with an emphasis on style, rhythmic accuracy, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in two large sections every other day, and students perform in three concerts and an optional festival during the school year. (May be combined with course 961M as necessitated by enrollment count)

### **965 CHAMBER WINDS**

Grades 9-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, experience rehearsal in the chamber music setting, and explore diverse and challenging repertoire. There are two major concerts each year, and students may have the opportunity to perform nationally or internationally on tour.

### **966 WIND ENSEMBLE**

Grades 9-12 – 5 credits

Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. Students may only enroll in this class with teacher recommendation or by audition.

### **967 CONCERT BAND**

Grades 9-12 – 5 credits

Students learn basic skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. This class is designed to prepare students for Wind Ensemble.

### **968 JAZZ BAND**

Grades 9-12 - 1 evening - 1.25 credits

This ensemble represents instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, performing alone and

with others, improvisation, and developing their instrumental technique, with specific attention paid to the varied stylistic concerns of jazz music. There are two major concerts each year.

### **971M MIDDLE SCHOOL CHORUS**

Grades 7, 8 - 2 periods

All students are invited to participate in this performance-oriented choral ensemble. The focus of the grade seven and eight chorus is to continue the development of music reading skills, voice development, and musicianship. Students will sing in three parts with some literature having a fourth part. The chorus performs two concerts during the school year and attendance counts toward the class grade.

### **978 CHAMBER SINGERS**

Grades 9-12 - 1 evening - 1.25 credits

This choral organization is the select performing ensemble associated with Concert Chorale. Chamber Singers will meet one evening per week. Music performances are a required part of the Chamber Singers program. These vocalists will be selected by audition in the fall.

### **973 CONCERT CHORALE**

Grades 9-12 – 5 credits

Students learn basic skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. This chorus is designed to prepare students for Mixed Chorus.

### **976 MIXED CHORUS**

Grades 10-12 - 5 credits

*One year of high school chorus and recommendation from the director is a prerequisite for enrollment in Mixed Chorus.*

Students learn intermediate skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour.

### **977 CHORAL SPECTRUM**

Grades 10-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced vocal students in grades 10-12 who are accepted by audition only. Students learn advanced skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. Choral Spectrum members must be enrolled in Mixed Chorus.

### **981M MIDDLE SCHOOL STRING ORCHESTRA**

Grades 7-8 - 2 periods

These grade-level ensembles continue to develop the basic skills and techniques of music reading, string technique, performing skills, and rehearsal etiquette. There are three

major performances each year, and students have the opportunity to perform for adjudication at a local festival. Required commitments for this ensemble may include some after-school rehearsal time in preparation for performances.

### **983 ORCHESTRA**

Grades 10-12 - 5 credits

This course is available to all string students in grades 10-12 who have previous experience playing their instrument. Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. There are four major performances each year, and students have the opportunity to perform nationally or internationally on tour.

### **984 CHAMBER PLAYERS**

Grades 10-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced string students in grades nine through twelve. Students learn advanced skills of reading music, performing alone and with others, and developing their instrumental technique through the intensive study of classic chamber repertoire. Chamber Players rehearses one evening a week and may have other out-of-school rehearsals in preparation for performances.

**IMPORTANT:** Students must be enrolled in Orchestra or Freshman Orchestra in order to be eligible for Chamber Players. Students will be selected by audition only.

### **987 FRESHMAN ORCHESTRA**

Grade 9 - 5 credits

This course is available to all string students in grade nine who have previous experience playing their instrument. Students learn basic skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. There are four major performances each year, and students have the opportunity to perform nationally or internationally on tour. This course is designed to prepare students for Orchestra.

### **955 AP MUSIC THEORY**

Level 1 - 5 credits

*Prerequisite - Permission of the instructor.*

This advanced placement course will have the extensive homework and rigorous examinations that would be expected for a college level course in music theory. It will follow the prescribed curriculum of the College Board and have as its primary objective the successful passing of the Music Theory AP exam. AP students are required to take the AP examination, for which there is a fee.

## **992 PIANO STUDIO**

Grades 9-12 - 2.5 credits

Are you interested in becoming more musically inclined, but don't know where to start? In this hands-on piano class, students will receive one-on-one direction no matter their level or experience, and will have a chance to exhibit their skills in an optional recital at the end of the semester. Access to digital pianos is provided, and students do not need to practice at home.

## **995 GUITAR LAB (new course)**

Grades 9-12 - 2.5 credits

In this one-semester course, students of all levels (beginner to advanced) will develop their skills on the acoustic guitar. Students will learn to play popular songs of their choice independently and in small groups, study famous guitarists and musical styles, and gain experience reading chords, tabs and standard musical notation. Students will not need to practice at home. No previous musical experience is necessary.

## **993 MUSIC APPRECIATION: LEARNING TO LISTEN**

Grades 9-12 - 2.5 credits

Interested in the history and development of the music industry? This one-semester course provides an in-depth exploration of the cultural and historical context of different genres and styles of music including Classical, Jazz, Popular, and non-Western music. Begin your journey of appreciation for the world of music and everything it has to offer. Lots of time in class spent listening to and reflecting on the music, with very little homework.

## **994 SONGWRITING AND STUDIO**

Grades 9-12 – 2.5 credits

In this one-semester course, students will learn the process an artist uses to create music. By exploring current trending songs and classic hits, students will develop essential songwriting skills. Students will have access to the tools used by songwriters to record, mix and share digital audio. They will then utilize these skills and resources, working both independently and as collaborators, to write and record their own original songs. Previous songwriting, singing or instrumental experience is not required.

# HEALTH



Health courses focus on the core concepts of the MA Health frameworks: health literacy, healthy self-management, and health promotion. The guiding principle is that health education enables students to maintain a positive attitude and healthy body, and by doing so, improves a student's ability to thrive and persevere. Students work to develop strategies to improve personal, family and community health, practice skills, analyze information, and identify health care services needed throughout their lifetime to promote and maintain good health. The course supports and advances both the mission statement and student expectations of Hingham High School.

Through health literacy, healthy self-management skills, and health promotion, the health education course teaches fundamental concepts, promotes habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities.

At Hingham High School, health education is a one-semester course designed for sophomores. Successful completion of this course is a graduation requirement.

Health education in grades 7 and 8 will comprise one-fourth of the physical education requirement. A separate health grade is given to all students who attend a health class every other day for one term in lieu of a physical education class.

At Hingham Middle School, all sixth-graders participate in DARE (Drug Abuse Resistance Education), a preventative drug education program presented by the Hingham Police Department. The program is organized into sixteen 45-minute lessons. At the end of the school year, students take part in a DARE culmination ceremony for the entire sixth grade.

All courses in this department address Student Learning Expectations 1, 2, 3, 4, 5, and 6.

## OBJECTIVES

- To understand the implications, interrelationships and benefits of emotional, social and physical health.
- To assess personal health risks and increase knowledge to make health enhancing decisions.
- To identify health care services necessary to maintain good health now and in the future.
- To find and accurately interpret health information in order to improve one's health.
- To practice skills that promote and protect health.
- To examine the influence of peer, family and community factors on personal health.
- To use technology to assess health and create strategies for life-long health maintenance.
- To increase awareness of community resources that support health challenges.



## HEALTH PROGRAM

**Themes: health promotion and disease prevention, risk management, decision-making, goal setting, communication, healthy self-management, health literacy, and health advocacy.**

<b>Middle School</b> Students in grades 7/8 have one term of health alternating curriculum for odd and even years.		<b>High School</b> Students have one semester of health in grade 10.* <b>Passing this course is a graduation requirement.</b>	
<b>Grades 7 &amp; 8 (even # years)</b>	<b>Grades 7 &amp; 8 (odd # years)</b>	*The course may be taken later if there is a schedule conflict. See your counselor if there is an issue.	
<p><b>Mind, Body &amp; Spirit</b></p> <ol style="list-style-type: none"> <li>1. symptoms/treatments and coping with stress &amp; depression</li> <li>2. suicide prevention</li> <li>3. practicing mindfulness &amp; meditation</li> <li>4. school safety &amp; violence prevention</li> <li>5. anxiety, fears and phobias</li> </ol> <p><b>Food, Fitness and Healthy Habits</b></p> <ol style="list-style-type: none"> <li>1. healthy eating and exercise</li> <li>2. body image and self-esteem</li> <li>3. eating disorders</li> <li>4. sleep</li> </ol> <p><b>Pressure, Drugs &amp; Decisions</b></p> <ol style="list-style-type: none"> <li>1. addiction, tolerance, withdrawal</li> <li>2. peer pressure &amp; refusal skills</li> <li>3. how drugs hijack the brain</li> <li>4. drug use, misuse, &amp; abuse</li> <li>5. gateway drugs, OTC/prescription drugs &amp; heroin epidemic</li> <li>6. DARE booster lesson</li> </ol> <p><b>First Aid, Safety &amp; Self-Care</b></p> <ol style="list-style-type: none"> <li>1. choking, burns, shock</li> <li>2. heart emergencies</li> <li>3. injury prevention</li> <li>4. sun safety</li> </ol>	<p><b>The Teenage Mind &amp; Drugs</b></p> <ol style="list-style-type: none"> <li>1. cognitive development in teen brain</li> <li>2. DARE booster lesson</li> <li>3. lobes &amp; functions of the brain</li> <li>4. vaping and alcohol/impact of growth &amp; development</li> </ol> <p><b>Technology &amp; Communication</b></p> <ol style="list-style-type: none"> <li>1. effects of screen time</li> <li>2. self-disclosure and online safety</li> <li>3. types of communication</li> <li>4. communication skills</li> </ol> <p><b>Bullying, Relationships &amp; Family Life</b></p> <ol style="list-style-type: none"> <li>1. reasons why people bully</li> <li>2. types of bullying</li> <li>3. bullies, the bullied &amp; bystanders</li> <li>4. support systems &amp; resources</li> <li>5. healthy, unhealthy &amp; abusive relationships</li> </ol> <p><b>Human Growth &amp; Development</b></p> <ol style="list-style-type: none"> <li>1. puberty/secondary characteristics</li> <li>2. hygiene</li> <li>3. stages of life</li> </ol>	<p><b>Stress and Mental Health</b></p> <ol style="list-style-type: none"> <li>1. cause and effect of stress</li> <li>2. sleep</li> <li>3. depression and other mental health issues</li> <li>4. brain physiology</li> <li>5. stress management &amp; mindfulness</li> <li>6. resources</li> </ol> <p><b>Lifelong Health</b></p> <ol style="list-style-type: none"> <li>1. family health history</li> <li>2. medical system/health care providers</li> <li>3. interpretation of common health screenings: cholesterol, skin cancer, BP, etc.</li> <li>4. health insurance</li> <li>5. health care proxy</li> </ol> <p><b>Nutrition</b></p> <ol style="list-style-type: none"> <li>1. diet-health link</li> <li>2. menu planning and budgeting</li> </ol> <p><b>First Aid and CPR</b></p> <ol style="list-style-type: none"> <li>1. sudden illness</li> <li>2. bone &amp; joint injuries</li> <li>3. bleeding wounds/bandaging</li> <li>4. injury prevention</li> <li>5. CPR certification - <i>American Heart Association</i></li> </ol> <p><b>Substance Use</b></p> <ol style="list-style-type: none"> <li>1. drugs of abuse</li> <li>2. addiction</li> <li>3. prevention strategies and treatment programs</li> </ol>	<p><b>Safety and Legal Issues</b></p> <ol style="list-style-type: none"> <li>1. junior operator license</li> <li>2. criminal harassment</li> <li>3. consent &amp; sexual assault</li> <li>4. internet safety</li> </ol> <p><b>Building Healthy Relationships</b></p> <ol style="list-style-type: none"> <li>1. communication &amp; listening skills</li> <li>2. healthy, unhealthy &amp; abusive relationships</li> <li>3. violence/abuse &amp; resources to get help</li> </ol> <p><b>Reproductive Health</b></p> <ol style="list-style-type: none"> <li>1. anatomy &amp; physiology</li> <li>2. annual screenings/self-care</li> <li>3. sexually transmitted infections</li> <li>4. protection methods: types, efficacy</li> </ol> <p><b>Counseling Seminars</b></p>
Guest speakers as available	Guest speakers as available	Guest speakers as available	Guest speakers as available

## LIBRARY MEDIA

The Library Media Center is the resource center of the school. It provides students and teachers with a diverse collection of print, non-print, and electronic resources that support and enhance the curriculum. The Library Media Center also provides the facilities and equipment for the duplication and reproduction of print materials, video tapes, DVDs and overheads. The LMC offers the school a flexible schedule where teachers book research time for classes, and study halls are held all other periods. It also has a television studio and control room from which original programs are produced and broadcast over local school television or cable. All high school courses fulfill the HHS Fine and Applied Arts graduation requirement.

### **048M MEDIA LITERACY – Grade 6**

In this class which meets for one term, students will explore Internet-based sources, technology and social media and how to use these resources with honor, integrity and respect. In addition, throughout the school year, students will utilize the LMC for both homework assignments and for the major projects that their teachers assign with specialized research instruction provided by the library media specialist.

### **049M INTRO TO TELEVISION PRODUCTION- Grade 8**

The objective of this course is to teach students about the various stages of digital video production. The history of television will be explored through a research presentation of a classic television show. Hands on experience of the pre-production and production process will be gained as students work in groups to produce a variety of short video and studio projects. Finally students will develop a working knowledge of the digital editing software, Final Cut Pro X. As the year progresses, students will apply all their talents and skills to produce the Thursday morning show, What's Happening HMS. Throughout the year, students will demonstrate their ability to work effectively in varied project teams.

### **089 EXPLORATIONS IN RESEARCH**

Grades 10, 11, 12 – 2.5 credits

Are you curious about something in particular? Something you haven't seen covered in your regular coursework? Then take this class! As a student in Explorations In Research you'll get to dig deep into a topic of *your* choice for a whole semester! Conduct research following a model used by published researchers everywhere. Read and analyze writings within your chosen field, identify something still unknown, and develop a research question based on that knowledge gap. Learn basic research methods and design a study to answer your question. Present your findings in the form of a paper and poster presentation. Note: this course is independent from the AP Capstone program, AP Seminar and AP Research.

### **090 AP SEMINAR**

Grades 10, 11, 12 – 5 credits – Level 1

AP Seminar equips students with the collaborative and critical thinking skills necessary to explore multi-disciplinary topics, to grasp lines of reasoning, to research and evaluate multiple viewpoints, and then to synthesize them into sophisticated, nuanced arguments with real-world solutions. Course materials range from canonical texts to articles, in-person interviews, artistic works, videos, and primary sources. Students' personal interests drive and determine final projects, which include both an individual project, a team project, and

presentations. These projects make up part of the final AP grade; students must also take a written AP exam.

*Note that although AP Seminar can be taken on its own, it is also the prerequisite for AP Research. The combination of the two earns students the AP Capstone Certificate. In addition, an AP Capstone Diploma will be awarded to students who successfully complete AP Seminar, AP Research, and four additional AP courses of their choice within their four years of high school. AP Seminar was developed to address colleges and universities' perceived need for these skills.*

### **091 AP RESEARCH** (*Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.*)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### **097 TELEVISION PRODUCTION-CREATIVE**

Grades 9-12 - 2.5 credits

Designed for the student who wants to explore fictionalized or non-journalistic pieces, TVP Creative students will: delve into storytelling techniques; plan and write detailed shot lists and storyboards; explore directing principles to determine optimal shots; explore lighting and angle; and learn how to edit using Final Cut Pro X. After mastering the basics of these skills, students in TVP Creative, along with those in TVP Journalism, will contribute pieces to The Friday Show. Each video piece is juried for appropriateness by faculty. Additional skills learned in TVP Creative involve time management, logistics, work relationships, production savvy, and response to real-world assessment and criticism from students and teachers as audience members.

### **098 TELEVISION PRODUCTION-JOURNALISM**

Grades 10 - 12 - 2.5 credits

Designed for the student who wants to explore video journalism, TVP Students will: learn and practice the principles of ethical journalism; explore various forms of journalistic pieces, including features, news reporting, investigative journalism, documentary, editorial, etc.; determine audience needs and interests; develop interviewing

and announcement skills; and determine and capture appropriate B-roll. After mastering the basics of these skills, students in TVP Journalism, along with those in TVP Creative, will contribute pieces to The Friday Show. Additional skills learned in TVP Journalism involve time management, logistics, work relationships, production savvy, and response to real-world assessment and criticism from students and teachers as audience members.

### **099 SENIOR VIDEO**

Grade 12 - 2.5 credits

*Prerequisite: Either 097 or 098*

This course is for those seniors who want to use their video production skills to help produce the Senior Video Yearbook. They will be involved in planning, filming and editing video segments for the final senior video.

### **651 TECH SQUAD HELP DESK**

Grades 9-11 - 2.5 credits per semester

*Prerequisite: satisfactory completion of Tech Squad and approval from instructors.* Continue to support HHS technology by joining the Tech Squad Help Desk. Further apply the skills and knowledge learned in Tech Squad independently during a period that fits your schedule. Please see page 41 (Math) for full course description.

## MATHEMATICS & COMPUTER SCIENCE

The secondary mathematics curriculum in Hingham is designed to fulfill the following general objectives in addition to meeting graduation requirements. The objectives are to help students:

- Prepare for future formal study in mathematics and related fields.
- Acquire the mathematical skills, reasoning ability, and practical knowledge needed to identify, analyze, and solve problems in the world of work, in daily life, and for success on the MCAS.
- Develop an appreciation for the role of mathematics as it applies to “real world applications” and other academic disciplines.
- Learn and apply mathematical skills and strategies in authentic problem-solving situations and to effectively communicate those applications analytically, numerically, graphically, and verbally.

All of the courses in the mathematics department address the HHS Expectations for Student Learning.

There are several typical sequences of courses that students can follow. The appropriate sequence for the majority of Hingham students is the rigorous College Preparatory sequence that is fully aligned with the 2017 Massachusetts State Framework. Courses are listed with suggested grade levels. However, each course is open to any student who has completed the prerequisite(s) for that course. **The overall math program is based on a growth model and is designed to have flexibility that meets students at an appropriate level. The program provides students with the opportunity to move between sequences as students develop and evolve during middle and high school.**

### The Most Typical Course Sequences

Sequence	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Honors	L2 Pre-Algebra	*L2 Algebra 1	L2 Geometry	L2 Algebra 2	L2 Pre-Calculus AP Statistics	AP Calculus AP Statistics L2 Calculus
Accelerated College Prep	L3 Pre-Algebra	*L3 Algebra 1 – Quadratic Emphasis	L3 Geometry Quadratic Emphasis	L3 Algebra 2 with Trigonometry	L3 Pre-Calculus AP Statistics	L2 Calculus L3 Analysis AP Statistics
College Prep ***	L3 Math 7	L3 Math 8	*L3 Algebra 1 – Quadratic Emphasis	L3 Geometry Quadratic Emphasis	L3 Algebra 2 with Trigonometry	L3 Pre-Calculus AP Statistics
Targeted College Prep			*L3 Algebra 1 – Linear Emphasis	L3 Geometry – Linear Emphasis	L3 Algebra 2	L3 Topics and Statistics L3 Pre-Calculus

\*Students who do not earn a 70% the first time taking **any** Algebra 1 course will repeat the course for a second time.

\*\*Students are required to pass three different mathematics courses in order to graduate. However, please note that the Massachusetts State Colleges and Universities require that students take mathematics in their fourth year (not necessarily four different courses) of high school while attaining a minimum level of Algebra 2.

\*\*\* The College Prep Sequence follows the rigorous 2017 Massachusetts Curriculum Framework and should be considered the normal path for the majority of the students

### Description of Sequence

#### Honors –

This sequence of courses is designed for the student with outstanding ability, high interest, and motivation in mathematics. The student must be able to work and study on their own. Students are expected to maintain at least a “B” average or better to remain in the sequence. At a bare minimum, a student must earn a grade of 70% in their current honors course to take an honors course in the subsequent school year. This sequence of courses requires a student to use logic and deductive and inductive reasoning consistently to solve problems and communicate mathematical understanding in both written and oral form. In order to take AP Calculus BC, a student must receive departmental approval and earn a minimum of 90% in L2 Pre-Calculus. All other students will be appropriately placed in AP Calculus AB or L2 Calculus. Students who may not be quite ready for this sequence in 7th or 8th grade will still have opportunities to move to honors as they progress through the math program.

## Accelerated College Preparatory

This sequence of courses is designed for very strong college prep students who are not ready for the honors curriculum but are ready and able to move faster than the 2017 Massachusetts Curriculum Framework. This sequence of courses is the same as the College Preparatory sequence outlined below. However, students in this sequence move 1 year ahead in either 7th or 8th grade by mastering algebra content at an accelerated pace, covering close to 2 years of content in 1 school year. Students who have not fully mastered (strong B grade) Algebra 1 by the end of 8th grade will take Algebra 1 - Quadratic Emphasis again in grade 9. No course is more essential to future mathematics success and it is inappropriate for a student to pursue an accelerated sequence of study without complete mastery of Algebra 1. *Note: the majority of College Preparatory students will take the regular sequence prescribed by the 2017 Massachusetts Curriculum Framework that is outlined in the next section.*

## College Preparatory

This sequence of courses is designed for the student who has the interest and ability to complete a challenging four-year college preparatory program in mathematics. Mathematics courses required by even the most demanding colleges are offered in this sequence. This sequence is fully aligned with the 2017 Massachusetts Curriculum Framework in Mathematics. This sequence supports students in developing and practicing skills that are used to identify, analyze, and solve problems mathematically. It also supports students in communicating their analysis and solutions symbolically, verbally, graphically, and numerically. It is essential that students gain a strong fundamental understanding of algebra skills before moving forward in these sequences.

## Targeted College Preparatory

This sequence of courses is designed for students who have the interest and ability to complete a four-year college preparatory program in mathematics but who may have gaps in knowledge, for a multitude of reasons, or require a more concretely scaffolded approach to problem solving. Consequently, students in this sequence need more review of previously taught mathematics while they also learn new material. The standards of the 2017 Massachusetts Curriculum Framework in Mathematics are covered, but with an emphasis on the most important ones. It is the intention of Hingham's Mathematics Department that students in this sequence will be well prepared to demonstrate proficiency on state-mandated exit exams, but these courses may not prepare students for a standing that "exceeds" grade level expectations. Students in this sequence will exceed the minimum entrance requirement of Algebra II for Massachusetts State Colleges and Universities. This sequence supports students in developing and practicing skills that are used to identify, analyze, and solve problems mathematically. It also supports students in communicating their analysis and solutions symbolically, verbally, graphically and numerically.

## Grade 6

In grade 6, teachers implement the curriculum, aligned with the 2017 Massachusetts State Framework, using Big Ideas, Course I, published by Holt, McDougal. Teachers utilize a combination of whole group instruction, small group activities, and individual learning experiences. The classes consist of heterogeneous groups. Topics in sixth grade math include data analysis, geometry, decimals, patterns, functions, equations, measurement, fractions, proportions, percents, graphing, and problem solving. Evaluation is based on tests, quizzes, class participation, teacher observation, homework, and special assignments.

## LEVEL 1 AND 2 COURSES

### 401M PRE-ALGEBRA - Grade 7 - Level 2

This Pre-Algebra course is intended for students who will study honors level Algebra 1 in Grade 8. It is fully aligned with the Massachusetts Standards for Accelerated 7th Grade. Students in this course will learn all of the 7th AND 8th grade standards in 1 accelerated school year. There are four critical areas of study: Students develop a unified understanding of rational numbers, they use and solve linear equations and systems of linear equations, they perform statistical comparisons of different populations, and they do a great deal of work in geometry. Independent projects will be required and expectations are demanding in terms of homework and independent study.

### 404M ALGEBRA I - Grade 8 - Level 2

*Prerequisite: C or better in L2 Pre-Algebra, B or better is strongly recommended or A or better in L3 Pre-Algebra*

This is a full year, rigorous and fast paced Algebra I course, fully aligned with the 2017 Massachusetts Curriculum Framework in Mathematics. Students will analyze and solve

linear, quadratic, and exponential equations and systems of equations. They will also study absolute value, step, and piecewise defined functions and use regression techniques to model data. Lab experiments and original projects are required. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

### 421 GEOMETRY

Grade 9 - 5 credits - Level 2

*Prerequisite: C or better in L2 Algebra I, B or better strongly recommended*

This is a rigorous proof-based course in Euclidean Geometry, fully aligned with the 2017 Massachusetts Curriculum Framework in Mathematics. Students must identify and analyze the salient aspects of a proof or problem in order to apply pertinent theorems and definitions. Some topics covered include congruence and similarity of polygons, perpendicularity and parallelism of lines and planes, geometric constructions, properties of polygons and circles, coordinate geometry, area, perimeter and volume, transformations of geometric figures, right triangle trigonometry including the Laws of Sines and Cosines, conic sections, and probability.

## 425 ALGEBRA II

Grade 10 - 5 credits - Level 2

*Prerequisite: C or better in L2 Algebra I and L2 Geometry, B or better is strongly recommended in both courses*

This is a rigorous second-year algebra course preparing students for advanced pre-calculus. It is fully aligned with the 2017 Massachusetts Curriculum Framework in Mathematics. Students will analyze linear, quadratic, rational, exponential, logarithmic, radical, and periodic functions in the real and complex number systems. Students also extend their previous knowledge of statistics. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them and to make decisions” is at the heart of this course. The course requires proficiency in symbol manipulation and the application of advanced algebra to word problems. There are several projects during the year requiring students to communicate solutions in a written format. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## 439 PRE-CALCULUS, Dual Enrollment

Grade 11 - 5 credits - Level 2

*Prerequisite: C in L2 Algebra II, B is strongly recommended*

This course consists of a half year of trigonometry followed by a half year of advanced topics in algebra including permutations, combinations and probability, logarithmic and exponential functions, polynomial functions, and an introduction to calculus. Also included are units in analytic geometry and curve sketching. A major project is assigned each term. This challenging course is intended for students who intend to take Advanced Placement Calculus the following year. Students also may complete this course and then take Calculus (Level 2), Analysis: An Introduction to Calculus (Level 3), or AP Statistics. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course. HHS has partnered with a local college or university such that students can apply to earn college credit for this course. *The order of topics in Level 2 and Level 3 Pre-Calculus is very different. Even if there is room in Level 3 sections, it is not possible to switch from Level 2 to Level 3 after the eighth week of school.*

## 441 CALCULUS

Grade 12 - 5 credits - Level 2

*Prerequisite: C in L2 Pre-Calculus or A- in L3 Pre-Calculus*

This course covers the same topics as AP Calculus (AB). However, the pacing is different and the class will cover the course in four terms rather than using term 4 to review for the AP exam. There also is decreased emphasis on preparation for the type of multiple-choice questions that appear on the AB exam. Students will be taught the equivalent of a one semester college calculus course. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## 442 AP CALCULUS (AB)

Grade 12 - 5 credits - Level 1

*Prerequisite: B- in L2 Pre-Calculus (B is strongly recommended) or A in L3 Pre-Calculus*

This is a college-level course following the Calculus AB outline as presented by The College Board. At least five hours of preparation outside the classroom are required per week.

The Advanced Placement examination (AB level) is required. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## 443 AP CALCULUS (BC)

Grade 12 - 5 credits - Level 1

*Prerequisite: Departmental approval and a minimum of 90% in L2 Pre-Calculus*

This is a college-level course following the Calculus BC outline as presented by The College Board. (Calculus BC is the more extensive of two Advanced Placement programs in Calculus.) At least six hours of preparation, outside of the classroom, is required per week. The Advanced Placement examination (BC Level) is required. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## 445 AP STATISTICS

Grades 11 or 12 - 5 credits - Level 1

*Prerequisite: C in L2 Algebra II and taking Pre-Calculus concurrently or C in L2 Pre-Calculus or B- in L3 Pre-Calculus*

This is a college-level course following the Statistics outline as presented by The College Board. At least five hours of preparation outside the classroom is required per week. The Advanced Placement examination is required. AP Statistics is a very different course from other math courses and places much more emphasis on the mission statement expectation that students be able to write effectively. *Additionally, a prerequisite is that students have completed 90% of the assigned homework in their current math course.* Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## LEVEL 3 COURSES

### 402M MATH 7

Grade 7 - Level 3

As required by the 2017 Massachusetts Curriculum Framework in Mathematics, instructional time in Grade 7 focuses on four critical areas. (1) Students develop understanding of applications of proportional relationships. (2) They develop understanding of operations with rational numbers and work with expressions and linear equations. (3) They solve problems involving scale drawings and informal geometric constructions. They work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. (4) Students draw inferences about populations based on samples. Most successful students will take Math 8 in 8<sup>th</sup> grade.

### 403M PRE-ALGEBRA

Grade 7 - Level 3

This Pre-Algebra course is intended for students who are not quite ready for the speed, acuity, and/or individual responsibility of the honors level Pre-Algebra course. This course will cover all of the 7th grade standards and most of the 8th grade standards as well. In contrast to the honors Pre-Algebra course, however, this course will provide more time for questions and review of both new and previously

learned material. With an eye on developing key algebra skills, students who earn a strong A grade will most likely move to Algebra 1 - Quadratic Emphasis in grade 8, students who need more time to master grade 8 material will move to Math 8 in grade 8 and then Algebra 1 – Quadratic Emphasis in grade 9.

#### **400M MATH LAB 7**

Based on assessment data, ability to master grade level standards and teacher recommendation, students who take Math 7 (course 402M) may be required to schedule an additional two periods of math in each four-day cycle. These extra classes will preview and review current Math 7 curriculum, work to remediate skill deficits, provide organizational support, and assist students in preparing for assessments.

#### **405M MATH 8**

Grade 8 – Level 3

As required by the 2017 Massachusetts Curriculum Framework in Mathematics, instructional time in Grade 8 focuses on three critical areas. (1) Students use linear equations, linear functions and systems of linear equations to represent, analyze, and solve a variety of problems. (2) Students translate among verbal, numerical, graphical, and symbolic representations of functions. (3) Students use ideas about distance, angles, geometric transformation, similarity, congruence and the Pythagorean Theorem to solve problems. Students who successfully complete this course should be prepared to take Algebra I – Quadratic Emphasis in Grade 9. All others will take Algebra I - Linear Emphasis.

#### **413M MATH LAB 8**

Based on assessment data, ability to master grade level standards and teacher recommendation, students who take Math 8 (course 405M) may be required to schedule an additional two periods of math in each four-day cycle. These extra classes will preview and review current Math 8 curriculum, work to remediate skill deficits, provide organizational support, and assist students in preparing for assessments.

#### **416M GRADE 8 ALGEBRA I - QUADRATIC EMPHASIS**

Grades 8 – Level 3

*Prerequisite: C in L2 Pre-Algebra or A- in L3 Pre-Algebra with teacher recommendation or A in Math 7 with teacher recommendation*

To be successful in this course, students must obtain excellent integer skills in grade 7. This course will cover all Algebra 1 standards of the 2017 Massachusetts Curriculum Framework in Mathematics. The critical areas of this course are (1) Deepening and extending the understanding of linear and exponential relationships; (2) Contrasting linear and exponential relationships with each other and engaging in methods of analyzing, solving, and using quadratic functions; (3) Extending the laws of exponents to include square and cube roots; and (4) Applying linear models to data that exhibit linear trends. Students who successfully complete this course will be prepared for L3 Geometry – Quadratic Emphasis and Algebra II with Trigonometry. Students are required to have a

Texas Instruments TI-83 or TI-84 graphing calculator for this course. Students must earn a strong B grade to move to grade 9 Geometry Quadratic Emphasis, all others will repeat Algebra I- Quadratic Emphasis as freshmen.

#### **415 ALGEBRA I– LINEAR EMPHASIS**

Grades 9-12 - 5 credits - Level 3

*Prerequisite: Successful completion of L3 Math*

This is a full-year college-preparatory Algebra I course that covers the major standards of the 2017 Massachusetts Curriculum Framework for Mathematics. Students will analyze and use linear and quadratic functions as well as solve linear and quadratic equations. They also will study solving systems of equations, absolute value functions, and the use of regression techniques to model data. Real life applications are emphasized through word problems and projects. Ninth graders not earning at least a C- in this course will repeat Algebra - Linear Emphasis. Students earning at least a C- will be prepared for L3 Geometry – Linear Emphasis in Grade 10 and L3 Algebra II in Grade 11. Students who earn at least a B may also take Algebra - Quadratic Emphasis (course 416) to be prepared for the rigorous B1 sequence of courses.

#### **416 ALGEBRA I- QUADRATIC EMPHASIS**

Grades 9-10 - 5 credits - Level 3

*Prerequisite: B+ in Math 8, A- or better strongly recommended*

This course will cover all standards of the 2017 Massachusetts Curriculum Frameworks in Mathematics. The critical areas of this course are (1) Deepening and extending the understanding of linear and exponential relationships; (2) Contrasting linear and exponential relationships with each other and engaging in methods of analyzing, solving, and using quadratic functions; (3) Extending the laws of exponents to include square and cube roots; and (4) Applying linear models to data that exhibit linear trends. Students who successfully complete this course will be prepared for L3 Geometry – Quadratic Emphasis and Algebra II with Trigonometry. Students who have previously taken L3 Algebra - Linear Emphasis will receive full credit for then taking this course, Algebra - Quadratic Emphasis. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

#### **419 GEOMETRY–LINEAR EMPHASIS**

Grades 9-12 - 5 credits - Level 3

*Prerequisite: C- or better in Algebra – Linear Emphasis*

This course will cover the major standards of the 2017 Massachusetts Curriculum Frameworks in Mathematics as well as provide review of important Algebra I topics. In this course, students will study the properties of geometric figures in a plane and in space. Inductive and deductive reasoning skills will be utilized in proving or clarifying various concepts studied. Angle relationships, parallelism and perpendicularity of line and planes, and properties of polygons are major topics. The Pythagorean Theorem and its use in special triangles, circles, area, perimeter, and volume are also major topics in the course. Congruence and similarity of polygons, transformations, and constructions of figures are all studied with “hands-on” activities.

#### **420 GEOMETRY– QUADRATIC EMPHASIS**

Grades 9-12 - 5 credits - Level 3

*Prerequisite: C or better in Algebra I - Quadratic Emphasis*

This course will cover all standards of the 2017 Massachusetts Curriculum Frameworks in Mathematics as well as provide for review and strengthening of mathematics learned in Level 3 Algebra- Quadratic Emphasis. Instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability.

#### **423 ALGEBRA II**

Grades 11-12 only - 5 credits - Level 3

*Prerequisite: C- or better in Algebra I*

Topics will include graphs of relations and functions, analysis of linear functions, systems of equations and inequalities, properties of the real and complex numbers, probability and statistics, quadratic functions and equations, exponential, logarithmic, polynomial, and rational functions. Problem solving skills and real life applications are emphasized. The C-prerequisite in Algebra I is required to assure a foundation for the successful study of a second year of algebra. *Students who plan to take Pre-Calculus should take Algebra II with Trigonometry instead of this course.*

#### **423T ALGEBRA II WITH TRIGONOMETRY**

Grades 10-12 - 5 credits - Level 3

*Prerequisite: C or better in Algebra I – Quadratic Emphasis (B- or better strongly recommended)*

This course is fully aligned with the 2017 Massachusetts Curriculum Frameworks for Mathematics. Instruction focuses on (1) Expanding arithmetic of rational and polynomial functions and their systems. (2) Extending trigonometry into the coordinate plane (3) Expanding function family knowledge to expand on polynomial and exponential functions and develop logarithmic, rational, and periodic understanding (4) Further develop statistical understanding and the role of randomness. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator.

#### **430 PRE-CALCULUS, Dual Enrollment**

Grades 11-12 - 5 credits - Level 3

*Prerequisite: C or better in L3 Algebra II with Trig (B-strongly recommended) or A or better in L3 Algebra II (with completion of summer work)*

This course is fully aligned with the 2017 Massachusetts Curriculum Framework. The instruction will focus on four critical areas. 1) Continued work on complex numbers including investigation and identification of polar equations. 2) Expanding understanding of logarithmic and trigonometric functions including unit circle trigonometry and proving trigonometric identities. 3) Investigation of the characteristics of polynomial and rational functions including translations between geometric and algebraic representations of conic sections. 4) Perform operations and solve problems using a

multitude of vector properties in the coordinate plane. Success in this course requires a strong algebra and geometry background. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course. HHS has partnered with a local college or university such that students can apply to earn college credit for this course.

#### **431 INTRODUCTORY STATISTICS and TOPICS IN MATHEMATICS**

Grades 11, 12 - 5 credits - Level 3

*Prerequisite: Algebra II*

*NOTE: If students have successfully completed Pre-Calculus or if students have earned a B- or better in Algebra II with Trigonometry (course 423T) or an A- or better in Algebra II (course 423), they may not take this course.*

This course begins with a review and extension of the most important topics from Algebra II to help prepare students for the SAT. It continues with an introduction to statistics to prepare students with the statistical understanding needed to become responsible members of a democratic and global society. Statistical topics include frequency distributions, probability, measures of central tendency and variability, applications of the binomial and normal probability distribution, correlation, sampling and estimation theory, and linear regression. Project work and applications in which students effectively communicate their learning will be required. Students are required to have a Texas Instruments TI-83 or TI- 84 graphing calculator for this course.

#### **435 ANALYSIS: AN INTRODUCTION TO CALCULUS**

Grade 12 - 5 credits - Level 3

*Prerequisite: C- or better in Pre-Calculus*

Topics include a review of equations, complex numbers, conic sections, higher degree polynomials, synthetic division, the Rational Root Theorem and the Remainder Theorem. There is statistical focus on central tendency, spread, grouped data, normal distributions, confidence intervals, and regression. The remainder of the course is given over to an introduction to limits and elementary differential calculus. This course is intended for students who wish to continue in mathematics but who do not wish to take a full year calculus course in high school. This course provides a strong foundation for future work in college mathematics.

### **COMPUTER SCIENCE**

#### **451/452 INTRODUCTION TO COMPUTER PROGRAMMING**

Grades 9-12 – 2.5 credits –

*Level 2 Prerequisite: A- in L3 Algebra I-Quadratic Emphasis or B- in L2 Honors Algebra I*

*Level 3 Prerequisite: B- in L3 Algebra I-Quadratic Emphasis or A- in L3 Algebra I-Linear Emphasis*

This course is to introduce students to concepts in Object Oriented Programming, namely Java programming. Students will leave this course with a conceptual understanding of the hierarchy of classes, structures and methods implemented in a well-designed program. Students will have the opportunity to design mobile based “apps” and simple structured game design. No prior knowledge of computer science is required.



Students who are successful in this course have good math and logical thinking skills.

Note: This course does not count toward the HHS math graduation requirement nor the requirement for acceptance to a MA state college or university.

#### **458 AP COMPUTER SCIENCE A**

Grades 10-12 - 5 credits - Level 1

*Prerequisite: Minimum of 90% in L2 Intro to Computer Programming and Departmental Approval.*

*Students with other extensive programming background can appeal to the Mathematics Department Director for entry.*

This is a college-level course following the Computer Science A outline as presented by The College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design and abstraction. At least 5 hours of preparation outside of the classroom are required per week. Students must take the Advanced Placement exam in May. Note: This course requires extensive close reading and writing. Students enrolling in this course should also consider their relative strength in ELA.

#### **459 AP COMPUTER SCIENCE PRINCIPLES**

Grades 10-12 - 5 credits - Level 1

*Prerequisite: Successful completion of Geometry or Intro to Computer Science.*

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

#### **650 HINGHAM TECH SQUAD**

Grades 9-12 - 2.5 credits

The Hingham Tech Squad is a student-centered solution for school-wide technology integration. Students involved in this program learn how to use existing educational technologies, as well as how to evaluate and make informed selections among the technologies available to complete a task or project. Students not only learn technology skills but also crucial 21st century skills, such as planning and collaboration. They learn how to help teachers integrate technology into classroom lessons, how to use school technology, and how to provide tech support. The Hingham Tech Squad members work with teachers throughout the school to plan tech-infused lesson or provide tech support. The result is an authentic project-based learning experience for the students and sustainable technology support for the teachers. Students who successfully complete this course may enroll in course 651 – TECH SQUAD HELPDESK.

#### **651 TECH SQUAD HELP DESK**

Grades 9-11 - 2.5 credits per semester

*Prerequisite: satisfactory completion of Tech Squad and approval from instructors.* Continue to support HHS technology by joining the Tech Squad Help Desk. Further apply the skills and knowledge learned in Tech Squad independently during a period that fits your schedule. Students will work side by side with the HHS Library Media Department to respond to requests for technology support from HHS users. In addition, explore and report on the pursuit of online certifications in technology training. Use what you've learned in Tech Squad to investigate and advise on new technologies for the Hingham Public Schools.

# PHYSICAL EDUCATION

Physical education at the secondary level is designed to meet the individual needs of students through a variety of prescribed and selected activities. Students are introduced to essential skills and knowledge which enable them to experience a broad spectrum of physical activity for present and lifetime use. Students are given an understanding of physiological and health awareness as it relates to their bodies. The total development of a student — physically, socially, emotionally, and intellectually — is an important aspect of our physical education program. Students will also develop good sportsmanship and leadership skills. All courses reflect the Massachusetts Health and Physical Education Curriculum Framework and address MA DESE Guiding Principles 1-8.

All middle school students are required to take physical education every year. In **grade 6**, physical education classes meet once per cycle, and in **grades 7 and 8** physical education classes meet twice per cycle.

All high school students must participate in physical education every year. In **grade 9**, all students are required to successfully complete a semester course in physical education. Sophomores, juniors, and seniors have a variety of options by which they may complete the physical education requirement.

## Physical Education Options for Students in Grades 10-12

To fulfill the requirement for physical education in grades 10-12, all students must select one of the following options each year:

- *Elect a physical education course (#033 or #034) for at least one semester each year.*
- *Play on an interscholastic team at HHS for at least one season.*
- *Participate in a fitness/exercise program at a fitness/exercise facility.* This may include weight training, general fitness, dance, yoga, skating, gymnastics, karate, judo, or other approved activities. The time commitment must be a minimum of 72 total hours. There must be verification of the students' participation utilizing a prescribed HHS form signed by an approved instructor. The school counselor must be notified in advance if pursuing this option.

Please note that graduation credits are awarded only for those who elect to take the HHS course in physical education. No credits will be awarded for any options that take place outside the school day, nor can any out-of-school option count towards the structured learning time mandate.

### 054 PHYSICAL EDUCATION

Grade 9 - 2.5 credits

### 033 INTRODUCTION TO YOGA AND MEDITATION

Grade 10-12 – 2.5 credits

This course is a practical and comprehensive introduction to yoga and mindfulness practice. Meditation and yoga postures will be explained and practiced at length so students can learn proper alignment and recognize how their body responds to pose while gaining strength and flexibility in their body and mind. By the end of the course, students will understand how to use mindfulness tools that have a down-regulating effect on their nervous system. This course fulfills the physical education requirement for students in grades 10-12.

### 034 TEAM SPORTS AND LIFETIME GAMES

Grade 10-12 - 2.5 credits

This course will give students the opportunity to continue their HHS physical education experience in a fun and active environment. Students will participate in an assortment of team and partner-orientated games throughout the semester. Aside from the daily physical benefits of participating in class, students will benefit from being regularly engaged in activities that develop leadership, teamwork, sportsmanship, and cooperation. This course fulfills the physical education requirement for students in grades 10-12 and can be repeated for credit with the approval of the instructor.

## SCIENCE

The secondary science program features a diverse array of offerings designed to foster scientific literacy in the biological, earth, and physical sciences. Middle school science courses offer an introduction to the formal study of science and provide a solid foundation for further studies at the high school level. High school science courses are offered with a number of purposes in mind, beyond meeting MCAS benchmarks and related graduation requirements. Such goals include the development of scientifically literate citizens, preparation of students for college-level study in science, development of personal interests, and exploration of STEM careers and pathways. The following chart outlines typical science course sequences, culminating in interest-driven elective choices during junior and senior years.

### The Interdisciplinary Nature of Science and Math

Due to the interdisciplinary nature of science and math, several science courses, particularly in the domains of chemistry and physics, include a math prerequisite. Science teachers do weigh student performance in both science and math when making science course recommendations and may consult with math teacher colleagues to make the most informed recommendation.

Level	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11-12 Electives
L1/L2	7 Advanced Science	*8 Advanced Science	Biology (MCAS)	*Chemistry	*Physics +AP Biology *AP Chemistry *+AP Physics AP Environmental Science Anatomy & Physiology Greenhouse Botany Environmental Science Biotechnology Electronics I *+Electronics II Independent Study
L3/L4	7 US/S Science	8 US/S Science	Biology (MCAS)	*Chemistry	*Physics Oceanography Greenhouse Botany Environmental Science Biotechnology Electronics I *+Electronics II Independent Study AP Environmental Science

\*Indicates science courses for which there is a math prerequisite.

\*+Indicates a Grade 12-only elective

### 506M GRADE 6 SCIENCE

Grade 6 students will investigate the physical world through hands-on inquiry, labs, and activities. Students will investigate concepts such as types of waves, properties of sound waves, communication waves, forces, electromagnetism, and electric motors and generators and explain the energy transfers that make it all possible. Students will also investigate weather concepts such as how hail, rain, and snow storms develop, as well as how light interacts with matter. Student performance will be evaluated through a variety of modes including lab write-ups, individual projects, and formal assessments.

### 501M STEM/LITERACY LAB —Grade 6

Grade 6 students will participate in a STEM (Science, Technology, Engineering and Math) exploratory program that meets twice during each four-day cycle for the full year. Students will apply STEM skills and the engineering design process to a variety of project-based experiences including applying principles of material science to “real world” scenarios: designing a mountaineering jacket, learning to code in JavaScript, and applying thermodynamic principles to a design challenge.

**505M STEM - Grade 7/8**

In this elective course, students will build on skills fostered in the Grade 6 STEM Lab, applying the engineering design process to a variety of project-based experiences. Students will engage in “real world” problem solving including: engineering a sustainable environment, designing biomedical devices, and developing computer apps.

**502M GRADE 7 SCIENCE**

**503M** Level 2, 3, 4

**504M**

This course introduces the student to the essential concepts of biology and chemistry, including chemical reactions and matter, cells, and systems, metabolic reactions, matter cycling and photosynthesis and ecosystem dynamics and biodiversity. Hands-on lab activities and scientific inquiry are central to student learning of science concepts. Supporting reading and class discussions will help students reinforce and deepen their understanding. Level 2 is a rigorous and faster-paced, requiring well-developed study skills. Levels 3 and 4 offer more support while still emphasizing the skills, techniques, and tools necessary for authentic scientific pursuit. Levels may be combined with differentiated grading.

**522M GRADE 8 SCIENCE**

**523M** Level 2, 3, 4

**524M**

In this course, concepts in physical science and earth science are developed through active engagement with science and engineering practices. Learning through laboratory work and problem-solving is emphasized to help students learn how to examine and analyze data to interpret meaning and then to construct explanations for observed phenomena using evidence. Level 2 is a rigorous and faster-paced course, requiring well-developed study skills. Levels 3 and 4 offer more support while still emphasizing the skills, techniques, and tools necessary for authentic scientific pursuit. Levels may be combined with differentiated grading.

**542 BIOLOGY I**

Grade 9 - 5 credits - Level 2

*Prerequisite: B or better in Grade 8 Adv. Sci. (Level 2) and departmental recommendation.*

This course is designed to challenge incoming freshmen ready to undertake the most rigorous of the Biology I curricula taught at the advanced level. Students are expected to read independently, be self-motivated, and be able to identify, analyze and solve problems at an advanced pace. Major units studied include cell biology, ecology, biochemistry, genetics, evolution, biodiversity of organisms, and human anatomy and physiology. Lab activities and hands-on exercises are an integral part of the course. All students will take the Biology MCAS exam at the end of the year.

**543** **BIOLOGY I** Grade 9 - 5 credits - Level 3

**544** Level 4

This course introduces fundamental concepts of biology and is designed to meet the needs of all learners. Topics include the chemistry of living things, cell biology, genetics, evolution, biodiversity, anatomy and physiology, and ecology. Students

will be engaged in class discussions, laboratory experiments, and other hands-on activities to help emphasize concepts. Students will identify, analyze and solve problems, and develop their inquiry skills to help them become better decision makers. All students will take the Biology MCAS exam at the end of the year.

**552 CHEMISTRY**

Grades 10-12 - 5 credits - Level 2

*Prerequisite: B- in L2 Algebra I and L2 Geometry OR A- or better in L3 Algebra I Quadratic Emphasis and L3 Geometry Quadratic Emphasis; B- in Biology I (Level 2) and departmental recommendation required; concurrent enrollment in L2 Algebra II OR L3 Algebra II with Trigonometry required*

Honors chemistry is designed to challenge advanced science students, as evidenced by prior success in L2 science (Biology) and mathematics. Due to the quantitative nature of the course, mastery of Algebra I is essential and students should take Algebra II concurrently with chemistry. This course prepares students for college (or AP) chemistry and other high school science courses. Core topics include atomic theory, stoichiometry, chemical reactions, and kinetics. Most topics are reinforced through evidence gathered in labs. Students need to learn many chemical facts and concepts and apply them to new situations. The course material is cumulative and will require a significant time commitment.

**553 CHEMISTRY**

Grades 10-12 - 5 credits - Level 3

*Prerequisite: Completion of Biology I; C- or better in Algebra I - Quadratics Emphasis OR Algebra I Linear Emphasis*

This introductory college-preparatory course provides a comprehensive chemistry curriculum, preparing students for future science courses at the high school and undergraduate levels. The fundamental concepts of chemistry, including states of matter, atomic structure, bonding, chemical reactions, thermochemistry, solutions, and acid-based chemistry are presented in a practical format with appropriate lab activities. Laboratory inquiry and problem-solving techniques are stressed.

**562 PHYSICS**

Grades 11-12 - 5 credits - Level 2

*Prerequisite: Departmental recommendation and concurrent study of L2 Pre-Calculus*

This course is based on curriculum materials that present a conceptual framework of contemporary physics. It is designed to illustrate how physical knowledge is acquired experimentally and woven into physical theory. Throughout the course, there is an integration of fundamental principles with present-day applications in the sciences and technology. Topics include mechanics and thermodynamics; waves and optics; and electricity and magnetism. A thorough understanding and facility in algebra, geometry, and simple trigonometry is essential.

### **563 PHYSICS**

Grades 11-12 - 5 credits - Level 3

*Prerequisite: C or better in Algebra II with Trigonometry and departmental recommendation*

This is an introductory course in physics in which fundamental concepts and theories are developed. The course includes a study of mechanics during semester 1 and energy in semester 2. Lectures, problem-solving, and laboratory exercises are used to develop, amplify, and illustrate the applications of the fundamental concepts of physics. Students electing this course should have successfully completed courses in algebra, geometry, and chemistry.

### **573, 574 ELECTRONICS I**

Grades 11-12 – 5 credits – Levels 2, 3, 4

This course is designed to provide experiences that will lead to a conceptual knowledge of electricity - electronics in the modern world. The course is laboratory-oriented, with a detailed study and practice in the use of test instruments for examining the characteristics of direct and alternating current circuits, semiconductors, and robotics. Instruments studied include an electronic volt-ohm-milliammeter, oscilloscope, F.R. signal generator, and digital multimeter.

### **576, 577 ELECTRONICS II**

Grade 12 - 5 credits - Levels 2, 3, 4

*Prerequisite: Grade of C- or better in Electronics I*

This course is a study of the theory and application of transistor and solid state circuits along with an introduction to digital electronics. Topics include communication systems, Boolean arithmetic, transistor logic, fiber optics, computers, and robotics. Advanced troubleshooting techniques using the oscilloscope are an integral part of the program. Project construction makes use of CAD, soldering, and printed circuit board techniques.

### **546 AP BIOLOGY**

Grade 12 - 6.25 credits - Level 1

*Prerequisite: Completion of L2 biology and L2 chemistry with B- or better (required) and departmental recommendation; completion of L2 physics strongly recommended*

AP Biology is recommended for students planning to pursue a college major in biology or a science-related field. Science practices emphasized include data analysis, statistical hypothesis testing, and experimental design. Students evaluate novel biological scenarios as presented in case studies as well as sophisticated models showing biological processes. Topics studied include biochemistry, cellular function and energetics, genetics and DNA function, evolution, and ecology. All AP students will be scheduled for two additional laboratory classes per seven-day cycle. AP students are required to take the AP examination, for which there is a fee.

### **555 AP CHEMISTRY**

Grade 11 or 12 - 6.25 credits - Level 1

*Prerequisite: B or better in L2 Chemistry and departmental recommendation; concurrent study or completion of pre-calculus (required).*

This course is designed to be the equivalent of a general first-year, college-level, chemistry course. The curriculum

follows CEEB guidelines and includes laboratory experiments representing the key areas of chemical measurement and analysis. In-depth topics include the structure of matter, the kinetic theory, chemical equilibrium, thermodynamics, and reaction kinetics. All AP students will be scheduled for two additional laboratory classes per seven-day cycle. AP students are required to take the AP examination, for which there is a fee.

### **566 AP PHYSICS**

Grade 12 - 6.25 credits - Level 1

*Prerequisite: Departmental recommendation, B in L2 physics, and concurrent study of AP Calculus*

This course is the equivalent of a freshman college course and culminates in the CEEB Examination in Advanced Placement Physics. Approximately one-half of the year is devoted to classical mechanics and the remainder is devoted to classical electricity and magnetism. The use of calculus in problem-solving and derivations is expected to increase as the course progresses and is freely used in formulating principles and solving problems. All AP students will be scheduled for two additional laboratory classes per seven-day cycle. AP students are required to take the AP examination, for which there is a fee.

### **567 AP ENVIRONMENTAL SCIENCE**

Grade 11 - 12 - 6.5 credits - Level 1

*Prerequisite: B- or better in L2 Biology I and L2 Chemistry OR A or Better in L3 Biology I and L3 Chemistry*

This course is the equivalent of a first-year college course and culminates in the CEEB Examination of Advanced Placement in Environmental Science. The curriculum follows CEEB guidelines and includes science practices that emphasize data analysis and experimental design. This course will provide students with scientific principles, concepts, and methodologies that are required to understand the relationships of the natural world, identify and analyze environmental problems, and evaluate relative risks associated with these problems. This course includes a strong laboratory and field investigation component. All AP students will be scheduled for two additional laboratory classes per seven-day cycle. AP students are required to take the AP examination, for which there is a fee.

### **582 ANATOMY & PHYSIOLOGY, Dual Enrollment**

Grade 11-12 - 5 credits - Level 2

*Prerequisite: Completion of Biology I and Departmental recommendation*

This course studies the major human organ systems to provide students with an advanced understanding of the structure and function of the human body. The course objective is to prepare students who plan to pursue biomedical degrees in college, but the course will also appeal to those who want a deeper understanding of the functioning of their organ systems at both the micro and macroscopic levels. Students will carry out hands-on laboratory activities (blood pressure, reflex hammer, EKG, vision tests, microscope investigations), analyze models of regulatory mechanisms, and explore current research in scientific journals. Students will also analyze case studies and explore the mechanisms behind human disease. The material is presented at the honors level and assumes prior

coursework in biology, chemistry, and physics. *HHS has partnered with a local college or university such that students can apply to earn college credit for this course.*

### **580, 581 BIOTECHNOLOGY for the 21st CENTURY, Dual Enrollment**

Grades 11, 12 – 5 credits – Levels 2, 3

*Prerequisite: Biology I; Concurrent or completion of Chemistry preferred*

This inquiry-based course challenges students to apply biological concepts and techniques in the context of the rapidly evolving fields of biotechnology and forensic science. Using a case-study approach, students will apply key concepts of biology, with an emphasis on molecular biology, to real-world scenarios. Utilizing modern biotechnology tools and techniques such as gel electrophoresis, restriction enzymes, and genetic transformations, students will apply the process of scientific inquiry through problem-solving, data interpretation, and analysis. Students will also debate and discuss ethical issues associated with the field of biotechnology. *HHS has partnered with a local college or university such that students can apply to earn college credit for this course.*

### **586, 587 ENVIRONMENTAL SCIENCE**

Grades 11, 12 - 5 credits - Levels 2, 3

*Prerequisite: Biology I*

The goal of this course is to provide students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary. It embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students should be willing to participate in outdoor field studies.

### **597, 598 OCEANOGRAPHY**

Grades 11-12 - 5 credits - Levels 3, 4

*Prerequisite: Biology I*

Oceanography is an interdisciplinary course that integrates biology, chemistry, physics, and geology to study the world's oceans. Contemporary marine issues including fishery science, red tides, marine pollution, the interdependence of oceanic species, the role of the ocean in climate change, and the sustainability of ocean resources drive the curriculum.

Students are expected to utilize differentiated assignments to build a portfolio for each unit consisting of notes, homework, lab reports, individual and group activities, and term projects.

*May be taken in Grade 10 with departmental recommendation.*

### **599 GREENHOUSE BOTANY**

Grades 10, 11, 12 – 2.5 credits - Levels 2, 3, 4

*Prerequisites: Biology I*

This semester-long course (offered during Semester I) will provide students with an opportunity to explore the fundamentals of greenhouse horticulture and plant propagation

through hands-on, project-based lab experiences. Students will employ a variety of methods of plant propagation, such as organic gardening, hydroponics and aquaponics, to explore plant anatomy, physiology, classification, evolution and genetics. Students will research case studies that highlight the interplay of plants and society, and will consider the social and environmental impact of various methods of crop production.

### **599IS GREENHOUSE INDEPENDENT STUDY**

Grades 10, 11, 12 – 2.5 credits --unleveled

*Prerequisites: Greenhouse Botany*

This independent study will be offered during Semester II for botany students who wish to further their studies by conducting research projects in the campus greenhouse. Students will employ a variety of methods of plant propagation, such as organic gardening, hydroponics and aquaponics, to explore plant anatomy, physiology, classification, evolution and genetics. Independent field projects may be conducted in conjunction with community partners, including the Cohasset Center for Student Coastal Research and the North South River Watershed Association.

### **595IS FIELD SCIENCE INDEPENDENT STUDY**

Grades 10, 11, 12– 1 credits --unleveled

*Prerequisites: Completion of Biology I & Departmental Recommendation*

This summer independent study will be offered to any student who wishes to further their studies by conducting local watershed research projects off-campus through one of the various local watershed organizations including, but not limited to the *Cohasset Center for Student Coastal Research, Weir River Watershed Association, etc.* These watershed-based research projects will engage students directly in hands-on learning opportunities that will require students to collect, organize, analyze, and assess a variety of data that primarily (but not exclusively) focus on coastal habitats. Unleveled course credit - not factored into GPA - is granted only to students who maintain a scientific journal that demonstrates the application of knowledge and skills learned, and completed a minimum of 25 hours of combined fieldwork, lab analysis, and report writing.

# SOCIAL STUDIES

The primary goal of the social studies department is to prepare students to be active and contributing citizens in the local, regional, national, and international communities. 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 diversity. Finally, we hope to foster in students the enthusiasm to become lifetime readers and learners in the social sciences in order to enrich their lives. All courses reflect the Massachusetts History & Social Science Curriculum Framework and address Student Learning Expectations 1, 2, 3, 4, 5, 6, and 7.

## The sequence of social studies courses is as follows:

- Grade 6** World Geography & Cultures I
- Grade 7** World Geography & Cultures II - Levels 2, 3, 4
- Grade 8** U.S. History & Civics - Levels 2, 3, 4
- Grade 9** Required course: World History I - Levels 2, 3, 4
- Grade 10** Required course: World History II - Levels 2, 3, 4  
or Advanced Placement World History - Level 1
- Grade 11** Required course: United States History - Levels 2, 3, 4  
or Advanced Placement United States History - Level 1  
Elective courses - heterogeneous groups - Levels 2, 3, 4 in the same class:  
- American Political System, Economics, Holocaust & Human Behavior, International Affairs, Sociology  
- Internship at Hingham Historical Society (unleveled)
- Grade 12** Advanced Placement European History - Level 1  
Elective courses - heterogeneous groups - Levels 2, 3, 4 in the same class:  
- American Political System, Economics, Holocaust & Human Behavior, International Affairs, Psychology, Seminar in History, Sociology  
- Internship at Hingham Historical Society (unleveled)

## **206M WORLD GEOGRAPHY & CULTURES I**

Grade 6

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 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.

## **202M, 203M, 204M WORLD GEOGRAPHY & CULTURES II**

Grade 7 - Levels 2, 3, 4

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 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.

## **212M, 213M, 214M U.S. HISTORY & CIVICS**

Grade 8 - Levels 2, 3, 4

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.

## **222, 223, 224 WORLD HISTORY I**

Grade 9 - 5 credits - Levels 2, 3, 4

World History I is part of a two-year world history study. The curriculum of World History I emphasizes the major legacies of global civilizations. One of the overarching goals of the course is for students to develop the critical and analytical skills to detect the patterns, acculturation, and interdependence between these great world civilizations. The time frame of the course starts with an introduction on the legacy of Mesopotamia and other early river valley civilizations. Drawing on the essential themes that emerge from this unit, students will then apply those themes to analyze the legacies of the major global civilizations in Asia, Africa, and Europe from 3000 B.C.E. to 1815 C.E. In addition to the historical content, research and writing skills, including document-based question (DBQ) essays and a formal research paper, are key components of the course.

### **231 A.P. WORLD HISTORY**

Grade 10 - 5 credits - Level 1

*Prerequisite: Departmental approval*

This is a course of study equivalent to an introductory college course in world history covering the period from 8000 B.C.E. to the present. As such, a considerable amount of writing and independent reading is expected. A.P. World History is designed to develop greater understanding of the evolution of global processes, contacts, and interaction of different types of human societies. Based on the College Board's A.P. World History Curriculum Framework, the course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies from ancient civilizations to the present in Asia, Africa, Europe, and the Americas. In addition to a summer assignment, students will complete a fully documented independent research paper and will be required to take the A.P. exam in May, for which there is a fee.

### **232, 233, 234 WORLD HISTORY II**

Grade 10 - 5 credits - Levels 2, 3, 4

The Grade 10 World History II course serves an important role in the sequence and structure of the Hingham social studies program and the Massachusetts Social Science Framework. After the study of ancient civilizations in World History I, World History II examines world history from the Industrial Revolution through the present, with an increasing emphasis on the non-Western world, global interdependence, and other challenging global issues. Distinctive cultural, political, and economic contributions of major world regions are emphasized, and history is used as a vehicle to illuminate these contemporary problems and issues. The social studies department's focus on research and writing skills continues in this course.

### **241 A. P. UNITED STATES HISTORY**

Grade 11 – 5 credits - Level 1

This course is offered to those juniors interested in doing college-level work with the possibility of earning college credit. Beginning with a summer assignment, this is a college survey of U.S. history from pre-Columbian societies to the post-Cold War era. Based on the College Board's A.P. U.S. History Curriculum Framework, the course requires students to not only be able to build factual knowledge but also to use it as a basis for critical analysis of multiple historical perspectives and change over time. Extensive reading and analysis of primary and secondary sources prepare students for a seminar approach to learning. Writing is a major component of the course and helps prepare students for success on the A.P. U.S. History exam in May. This exam, for which there is a fee, is a required commitment by all students taking the course.

### **242, 243, 244 UNITED STATES HISTORY**

Grade 11 - 5 credits - Levels 2, 3, 4

This course is a study of United States history from 1492 to the present. The course begins with a review of key content and concepts from early United States history, including the U.S. Constitution. 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.

### **251 A.P. EUROPEAN HISTORY**

Grade 12 - 5 credits - Level 1

This full-year course is offered to those seniors interested in doing college-level work with the possibility of college credit. This is a college survey of European history from the Renaissance to the present. The emphasis is equally divided on political/military, economic/social, and cultural/economic topics. A.P. European History also takes a humanities approach by integrating art, music, philosophy, economics, and political science into its study of European civilization. The course requires extensive reading and analysis of both primary and secondary sources, and a seminar approach to learning is emphasized in class. The course also prepares students for success on the A.P. European History exam in May by focusing on appropriate analytical skills, such as analysis of documents and essay writing. Writing is a major component of the course, including a summer assignment. The A.P. exam, for which there is a fee, is a required commitment by all students taking the course. *(This course will fulfill one course requirement for the GCP Certificate Program).*

### **252, 253, 254 ECONOMICS**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

This one-semester course is a practical introduction to the American economic system. Students will learn the basic theories and practices of the free enterprise system. They will gain an understanding of the economic factors that drive the market system, such as supply and demand, prices, money and banking, taxes, the investment world, and government efforts to foster economic stability. Students will be involved in many hands-on economic simulations. As a major project, students will create a diversified investment portfolio appropriate for a particular investor. *(This course will fulfill one course requirement for the GCP Certificate Program).*

### **262, 263, 264 AMERICAN POLITICAL SYSTEM**

Grades 11-12 - 2.5 credits Levels 2, 3, 4

This course is a one-semester elective that focuses on the study of American government and highlights topics in modern-day America. The course is designed to provide an in-depth look at the American political and legal systems and make connections between them and the current issues facing the United States today. Students will analyze the dynamics of national and state elections, and will also study topics of current national interest, such as religion and the state, controversial court decisions regarding amendment rights, the role of the media in America, and gender issues. Discussion and debate are key components to a successful understanding of the course. Writing, study skills, and oral / group presentation skills are emphasized, and there is a strong commitment to high academic standards.



**272, 273, 274 SOCIOLOGY**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

Sociology is a one-semester elective offered to juniors and seniors interested in examining the role of groups and the behavior of individuals within those groups. Special attention is given to the fundamental question, "To what extent are an individual's actions shaped by society?" In addition, they will examine the role of race, class, and gender in American society by critically studying both sociological writing and current events. Students will gain an increased understanding of how they fit in their society, and the ways that group decisions of all types impact the lives of individuals. The sociological perspective offers students valuable insights into the forces that make us "who we are." It allows students to gain a broader perspective on their own lives and the lives of others.

**275, 276, 277 PSYCHOLOGY**

Grade 12 - 2.5 credits - Levels 2, 3, 4

Psychology is a one-semester elective offered to seniors. The class is a practical introduction to the study of human behavior. Students will learn the basic theories of the major psychologists, as well as gain an understanding of how human behavior affects daily life functions. Students who choose to enroll in this course will cover topics pertaining to stress, personality, the brain, sensation and perception, learning, gender, and mental disorders. Students will view video clips and documentaries, and will read articles, some of which may contain strong language or cover sensitive topics such as racism, sexism, sexuality, and effects of mental disorders. There will be critical, creative, and research-based writing assignments and discussions in response to the topics covered in class. Students will be required to work in group settings and discuss psychological topics at length in class.

**282, 283, 284 INTERNATIONAL AFFAIRS**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

International Affairs is a one-semester elective for upper-classmen who are interested in world affairs and the role of the United States. Inquiry and discussion are valued and emphasized. The curriculum focuses on long-term global crises, as well as the continuing global war on terrorism. The content is flexible as current world affairs are unpredictable. *(This course will fulfill one course requirement for the GCP Certificate Program).*

**290, 291, 292 HOLOCAUST& HUMAN BEHAVIOR**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

This one-semester course offers an in-depth study of the genocide of Jews and other targeted groups by the Nazi regime. Through this investigation, students will uncover lessons on human behavior regarding issues such as identity, bias, stereotyping, racism, and antisemitism. Using a variety of primary and secondary sources through a mix of media, students will study the events leading to the Holocaust and attempt to explain how such unthinkable events could occur. *(This course will fulfill one course requirement for the GCP Certificate Program).*

**286, 287, 288 SEMINARS IN HISTORY**

Grade 12 - 2.5 credits - Levels 2, 3, 4

*(Prerequisite – United States History or AP US History)*

This one-semester course is offered to seniors as an in-depth exploration of specific themes and topics in history. Themes and topics may change from year to year, but the course will take the same format using discussion, debate, and primary and secondary source analysis. During the 2024-2025 school year, seniors may choose to take one or more of the following one-semester seminars:

**Seminar: World War II**

This course will engage in hands-on history to learn and share the history of World War II through the stories of the fallen. Students will delve into local, state, and national archival resources to reconstruct the service history of a particular soldier. Through this research, as well as primary and secondary source reading, films, art, and literature, students will develop an understanding of the broader goals and chronology of the war, as well as the alliances and leadership of the campaigns in the European and Pacific Theaters.

*(This course will fulfill one course requirement for the GCP Certificate Program)*

**Seminar: 20th Century American History Through Pop Culture**

This course explores what American culture says about society and, conversely, what society says about American culture. The course will highlight the ways in which people both impact and are impacted by American culture, focusing on television, film, advertising, popular music, and the internet. Students will analyze how such critical factors as ethnicity, race, gender, class, age, religion, and sexuality are shaped by and reshaped in American culture.

**Seminar: Activism in the 20th Century: The Civil Rights Movement**

In this course students will trace the roots of racism and segregation in American history through the 1950s and then take a close look at different approaches in the fight for equality for Black Americans. After studying the history of this civil rights movement, students will explore other activist movements of the 20th century on their own. Using research skills, students will trace the origins, causes, effects, and significance of an activist movement of their choosing.

**289 INTERNSHIP AT HINGHAM HISTORICAL SOCIETY**

Grades 11-12 - 2.5 credits - Unleveled

*(Prerequisite – Application to the department director (found on HHS Social Studies website)*

The successful applicants for this course 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.

## **STUDENT SUPPORT SERVICES**

### **SPECIAL EDUCATION and ENGLISH LANGUAGE EDUCATION**

Special Education Services are designed to help a student make effective progress in regular education. In order to qualify for special education services, a child must:

- have a disability
- not be making effective progress due to the disability
- require specially designed instruction to make effective progress and/or
- require related services to access the general curriculum

The designated disability categories recognized by the Massachusetts Department of Education include the following:

Emotional	Neurological
Health	Specific Learning Disabilities
Intellectual	Physical
Sensory/Deaf-Blind	Multiple Disabilities

Students with disabilities are provided with specially designed instruction, inclusive and/or individualized educational support, assistive technology resources, parent and staff consultation, related services and opportunities with which to achieve success in middle and high school as indicated by the student's Individual Education Plan (IEP). The individual education program is designed for each eligible student by the school based special education team. The individual student is also included when the student is fourteen years of age or older. The individual education plan is reviewed on an annual basis, with three year re-evaluation of eligibility occurring on a three-year cycle. Some students with disabilities may qualify for accommodations in the classroom through a 504 plan.

At Hingham Middle School, students may be assigned to one of the following courses as specified in their Individual Education Plan (IEP).

6. **Strategies for Learning** Grades 6
7. **Strategies for Learning** Grades 7
8. **Strategies for Learning** Grades 8

At the high school level, special education course instruction is designed to provide an introduction to the skills needed to be a successful and independent learner. Students develop and utilize learning strategies addressed in Student Learning Expectations 1, 2, 3, 4, 5, & 7.

9<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits

Emphasis placed on organizational, reading, writing, and math skills, test preparation, and time management. Students will become aware of their own learning styles and practice effective learning strategies.

10<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits

Continued emphasis on language, math, and study skills. Students will continue to address skills in goal setting, communication, as well as self-advocacy.

11<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits Emphasis on student responsibility, effective time management, college or career exploration and preparation.

12<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits

Continued emphasis on personal academic goals including: organization, planning, effective decision making and ongoing utilization of learning strategies.

Grades 6-12: Specialized course work in English skills, math skills, and reading skills designed to achieve individual student IEP goals and benchmarks as recommended by the school special education teams

Grades 6-12: English Language Education Services (ELE) are provided as necessary upon assessment by the ELE teacher, including Sheltered English Immersion (SEI) and English Language Development (ELD).

Grades 6-12: Spanish Culture / French Culture. A co-taught inclusion course for students with disabilities and peer models, focusing on the culture of the regions of study.

# **TECHNOLOGY ENGINEERING**

## **(FORMERLY INDUSTRIAL TECHNOLOGY)**

Working within the framework and aims of general education, Technology Engineering develops an appreciation of a variety of tools, materials and processes. Technology Engineering courses provide students with real-world, hands-on learning experiences. Consumer values and leisure time pursuits are brought to the attention of students as they are soon to be active citizens, wage earners and purchasers of the products of industry. By exposure to experiences designed to explore various trade, management and entrepreneurial experiences, academically-oriented students have the opportunity to select Technology Engineering courses which will also be of value to them in their college careers. Courses in this department address all seven HHS Student Learning Expectations. All high school courses fulfill the HHS Fine or Applied Arts graduation requirement.

### **700M GRADE 6 EXPLORATORY PROGRAM**

Grade 6 students will participate in introductory programs related to Technology Engineering designed to provide them with an understanding and overview of the elective choices available to them in grades 7 and 8. Each class will meet once per cycle for one term.

### **701M WOOD TECHNOLOGY**

Grades 7&8 - 2 periods

This exploratory course provides the student with a basic introduction to woodworking using a variety of hands-on activities. Students will develop the necessary skills to use a variety of hand and power tools safely. By building various projects, students will be offered many opportunities to employ 21st Century skills such as critical thinking, problem solving, creativity, collaboration, teamwork, communication and self-direction.

### **702M TECHNOLOGY EDUCATION**

Grades 7&8 - 2 periods

Technology Education is designed to introduce the student to hands-on learning using the social, cultural and environmental aspects of different technologies. These include but are not limited to aerodynamics, rocketry and flight, structural design, graphic arts, communications, research and development. Students will further develop the necessary skills to use a variety of hand and power tools safely.

### **729 AUTOMOTIVE ENGINEERING AND DESIGN**

Grades 11-12 - 2.5 credits

This introductory course is for students who have had no prior experience in automotive technology and is designed to reduce the mystery surrounding basic automobile maintenance and operation. Emphasis will be placed on preventive maintenance, use of the owner's manual for the vehicle, engine and major component operation, proper use of mechanic's tools, automotive electronics, vehicle inspection/evaluation and construction. Students will gain skills in automotive technology and manufacturing engineering by designing, deconstructing and constructing a working vehicle. Students will be introduced to the engineering design process to build solutions to real world problems.

### **731 WOODWORKING TECHNOLOGY**

Grades 9-12 - 2.5 credits

This course provides students with an introduction to woodworking using a variety of hands-on activities. Students will develop the necessary skills to use a variety of hand and power tools safely. Then they will advance to a class project structure. Creativity is encouraged through the design and construction of various projects including individual, mass production and problem solving activities.

### **733 ADVANCED WOODWORKING TECHNOLOGY**

Grades 9-12 - 2.5 credits

In this course, an entire semester is devoted to student-selected projects of major proportions. Students may choose to pursue areas previously experienced such as furniture making, household accessories, sports equipment, etc.; or explore completely new areas such as wood carving, laminating wood and plastics, advanced wood finishing procedures, boat building, pattern making, upholstery or the study of lumber, its products and related materials. This course may be repeated for full credit with instructor's approval.

### **732 POWER TECHNOLOGY**

Grades 11-12 - 2.5 credits

Working in small groups or individually, students will study the theory of operation and basic knowledge of complex mechanical systems. Emphasis will be on the current four stroke and two stroke gasoline engines and their lubrication, cooling electrical systems and overall construction. Also included will be a basic introduction to simple machines and the transfer of energy in a working system. Career opportunities will be examined as each area is covered. Students will be introduced to the engineering design process to build solutions to real world problems.

### **743 ADVANCED POWER TECHNOLOGY**

Grade 12 - 2.5 credits

Grade 12 - 2.5 credits

Power Technology will continue with the theory and repair of a four cycle engine begun in Power Technology. Studies will

include but are not limited to electronic diagnosis and tune-up procedures, compression tester, spring compressors, fuel systems, steering & suspension, charging systems and ignition systems. Also included will be advanced robotics exploring sensor control and advanced programming. Future schooling/employment possibilities will be explored throughout this course. Students will be introduced to the engineering design process to build solutions to real world problems.

#### **744 ENGINEERING AND ROBOTICS**

Grades 9-12 - 2.5 credits

In this course, students will explore the process of computer based controlled systems from automation to remote controls. Critical thinking skills are developed and reinforced as students are required to fabricate and test solutions to engineering challenges. Students will be challenged to invent, innovate and problem solve as they build and program autonomous and remote controlled devices. Students often join Hingham's US FIRST Competition Robot for an annual competition but it is not required. Students will be introduced to the engineering design process to build solutions to real world problems.

#### **751 TECHNICAL DRAWING I**

Grades 9-12 - 2.5 credits

This course is an introduction to mechanical and architectural drawing. Mechanical drawing will explore geometry in drafting, line technique, dimensioning and pictorial drawings that include orthographic projections. Architectural drawing will include kitchen bath design and residential floor planning. Students will use paper, pencil and computer assisted design (CAD) for their drawings.

#### **752 TECHNICAL DRAWING II**

Grades 9-12 - 2.5 credits

*Prerequisite: successful completion of Technical Drawing I*  
This course continues to develop students' abilities in mechanical and architectural drawing. Mechanical drawing will include sectional views, hidden views and shop drawings. Students will explore the design process, use problem solving and engineering techniques. Architectural drawing will include drawing a full set of house plans (2000 sq. ft.) per scale. Students will design door, window and electrical schedules. Plot plans with utilities will be explored. Most drawings will be done on CAD.

#### **753 TECHNICAL DRAWING III**

Grades 10-12 - 2.5 credits

*Prerequisite: successful completion of Technical Drawing I & Technical Drawing II*

This advanced course expands the knowledge base and skills developed in the previous two technical drawing courses. Mechanical drawing will explore advanced geometry, threads, fasteners and perspective drawings. Architectural drawing will involve residential floor planning along with plot planning and housing development. Light commercial building will be explored. Most drawings will be done on CAD.

#### **781 GRAPHIC DESIGN I**

Grades 9-12 - 2.5 credits

This is a one-semester introduction to graphic design. Students will use applications that are part of the Adobe Creative Cloud to create work that shows the four elements of balanced design. Projects include logo design, corporate identity system and event posters. Attention will be placed on visual hierarchy and overall composition. No previous knowledge of software, devices or computers is required. To see examples of work from this course, please visit: [www.eschauzier.com/gallery](http://www.eschauzier.com/gallery)

#### **782 PHOTOGRAPHY I**

Grades 9-12 - 2.5 credits

This is a one-semester introduction to digital photography. Students will use Canon Digital SLR cameras, learning how to manually expose and shoot photographs. Students will develop a photographic workflow that includes importing photographs to the computers in the Graphic Design/Photo Lab. Students will learn how to edit and manipulate their images using Adobe Photoshop and Adobe Lightroom. Composition, the 8 visual elements of photography and technical aspects of camera functionality will all be covered. Students in this course will compete in the popular thematic Photo of the Week competition with all other photography students in every other photography course. These photographs will be critiqued weekly. No previous knowledge of software, devices or computers is required. To see examples of work from this course, please visit: <http://www.eschauzier.com/gallery>

#### **783 PHOTOGRAPHY II**

Grades 10-12 - 2.5 credits

*Prerequisite: successful completion of 782 Photography I*  
Photography II is a course that builds on the skills learned in Photography I. With classwork assignments, we will concentrate on technical knowledge, leading students to become experts in camera functionality and to try things they may not have otherwise with software applications such as Adobe Photoshop and Adobe Lightroom. Students in this course will compete in the popular Photo of the Week competition with all other photography students in every other photography course. These photographs will be critiqued weekly. As the course progresses, the subject matter becomes more conceptual in nature, with students solving assignment topics (problems) with photography (instead of traditional answers). By completing projects that are more theoretical in nature, students will begin to have a true artistic voice. To see examples of work from this course, please visit: <http://www.eschauzier.com/gallery>

#### **784 GRAPHIC DESIGN II**

Grades 10-12 - 2.5 credits

*Prerequisite: successful completion of 781 Graphic Design I.*  
Students build upon what is learned in Graphic Design I to begin creating and designing more complex items which will include incorporating photography into their graphic design work. Poster design, packaging design, advertising and logos are all covered more in-depth. To see examples of work from this course, please visit: [www.eschauzier.com/gallery](http://www.eschauzier.com/gallery)

**785 GRAPHIC DESIGN & PHOTOGRAPHY III**

Grade 12 - 5 credits

*Prerequisite: A- average or better in any combination of three Graphic Design & Photography courses.* Students in this course will compete in the popular Photo of the Week competition with all other photography students in every other photography course while still handling a design-based workload as well. These photographs will be critiqued weekly. During the second semester, students will establish their own collection of work which culminates with the Advanced Art Student Show. To see examples of work from this course, please visit: [www.eschauzier.com/gallery](http://www.eschauzier.com/gallery)

**790 CONSTRUCTION TECHNOLOGY**

Grades 10-12 - 5 credits, 2 blocks, 1 Semester

**791 CONSTRUCTION TECHNOLOGY**

Grades 10-12 - 15 credits, 3 blocks, Full Year

**792 CONSTRUCTION TECHNOLOGY**

Grades 10-12 - 10 credits, 2 blocks, Full Year

A student selecting this program will spend a portion of the school day at an off-campus site in a supervised work/training experience. During the second half of the school day, the student will fulfill the rest of his/her/their required credits at Hingham High School. Construction Technology will provide an opportunity to explore a wide range of construction skills in trades such as architectural design, carpentry, electricity, welding, sheet metal fabrication, machine shop, interior design, and decorating. Hands-on experiences will be offered, and students will assist in the renovation of structures and other construction projects. [www.eschauzier.com/gallery](http://www.eschauzier.com/gallery)

## WORLD LANGUAGE

Spanish is taught to all students in the elementary schools in kindergarten through grade five once per six-day cycle. In grade six students have the opportunity to continue with Spanish or choose French, but must continue with the language selected through grade eight. In grade nine students again have the opportunity to elect one or more of the four World Language courses offered at the high school: Chinese, French, Latin, and Spanish. Hingham High School has a two- year World Language graduation requirement, which requires students to complete two years of study in the same language. The World Language program adheres to the principles as defined in the Massachusetts World Languages Curriculum Framework that “sets the expectation that all students will become proficient in at least one language in addition to English by the time they graduate from high school. It is recommended that students begin their language studies in the elementary grades and continue to study one or more languages throughout middle and high school.” There is a minimum requirement of two years of World Language study for entrance into Massachusetts state colleges, and most competitive liberal arts colleges and universities look for three or more years of study in the same language. Therefore, we advise students to elect the same World Language for the longest possible sequence of study. For the serious language student, the department recommends the election of a second language.

All courses in the world language department address all HHS Expectations for Student Learning.

### Goals and Objectives

The department is guided by two main objectives: 1). The development of students’ language proficiency and 2). The preparation of global citizens. Language proficiency is measured based on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency levels, and each course has a designated proficiency target. All modern language courses are conducted in the target language 90+% of the time, as is recommended by ACTFL and the Massachusetts Department of Education. Students develop the skills of listening, speaking, reading, and writing along with an appreciation and understanding of a culture different from their own.

In Latin the goal is for students to be able to read, understand, and interpret passages written by ancient authors, as well as recognize and reproduce spoken Latin excerpts.

To support the language program there are active World Language clubs, cultural trips, visits from native speakers, and excursions to local points of interest.

Targeted proficiency levels, based on the Massachusetts DESE World Language Frameworks and ACTFL proficiency scale, are as follows:

	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Vocabulary</b> What language do I use?	I can use a limited number of words and phrases for common objects and actions, but they are repetitive	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words and expressions from a wide variety of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.
<b>Function and Structure</b> How do I use language?	I can use words, phrases, and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to complete original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.
<b>Comprehensibility</b> How well am I understood doing the task?	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.
<b>Comprehension (Interpersonal)</b> How well do I understand?	I can understand some simple questions and statements. I frequently need to hear things again.	I can understand simple questions and statements. Sometimes I need to hear things again.	I can understand questions and statements. Sometimes I need to hear things again.	I can understand questions and statements from real-life situations which may take place face-to-face or electronically.

## Assessment

Students must demonstrate a knowledge and understanding of the language and culture studied. This is achieved through formative and summative assessments. Students who select a modern language will be assessed on their ability to understand, speak, read, and write the chosen language and demonstrate an understanding and appreciation of its culture. Students selecting Latin will be assessed on their ability to read and understand the language and demonstrate an appreciation of the culture of ancient Rome. The study of a world language is a progressive skill. The responsibility for attaining proficiency ultimately lies with the student. Students are encouraged to set goals and monitor their progress toward meeting course proficiency targets.

## Language Laboratory

The Language Lab at the high school and the language lab at the middle school are fully digital language learning systems. The technology is used for both storage and transmission of information, making it faster and easier to access, retrieve, or archive audio, video, and data files. It provides a multi-media based, open learning environment where teachers and students can easily share course materials and work together or independently to develop language proficiency.

The software toolset in the Language Lab allows teachers to create multimedia lessons and assessments. The lab is also available to language students during their studies for make-up work or completion of assignments that require the unique use of the Language Lab.

## Massachusetts State Seal of Biliteracy

Students at Hingham High School are eligible to participate in the Massachusetts State Seal of Biliteracy. The Seal of Biliteracy is granted upon a student's graduation and is for any student who demonstrates proficiency in English and any other language, whether they speak the non-English language at home or learned it at school or in the community. The State Seal of Biliteracy aims to:

- (a) Encourage students to study and master languages;
- (b) Certify attainment of biliteracy skills;
- (c) Recognize the value of language diversity;
- (d) Provide employers with a method of identifying people with language and biliteracy skills;
- (e) Provide universities with a method to recognize and give credit to applicants for attainment of high level skills in languages;
- (f) Prepare students with skills that will benefit them in the labor market and the global society; and
- (g) Strengthen intergroup communication and honor the multiple cultures and languages in a community.

In order to earn the Seal of Biliteracy, students must demonstrate proficiency in English by attaining the target score set by Massachusetts DESE on the MCAS exam, and demonstrate at least an intermediate high level of proficiency in a second language.

Seniors studying French, Spanish, Chinese, or Latin will be tested in their World Language class using the STAMP proficiency test. Students seeking to earn the Seal in another language, or who are not enrolled in a World Language class this year, should contact the World Language Department Director, Ms. Pollard, to make arrangements for assessment.

## Course Prerequisites

Because of the cumulative nature of language learning, the department maintains the following requirements for students moving to the next level of language study. To be recommended for an A.P. course, a grade of A- in a level 2 course and the teacher recommendation are required. A grade of A - in a level 3 course and teacher recommendation are required to be recommended for a level 2 course. A final average of B- is needed to continue in a level 2 course. To continue in a level 3 course, a final average of C- is required. These policies ensure that all students are appropriately challenged and supported in their studies.

# CHINESE

## 303M CHINESE 1A

### Grade 7

The fundamental skills of listening, speaking, and cultural understanding are developed along with the skills of reading and writing. Students will be immersed in authentic communicative tasks and activities. Students will learn both pinyin (the official phonetic system) and simplified character formation, and will learn to communicate in a variety of real-life situations. Students will also learn about life in Chinese-speaking countries and how it compares to their own

lives. Students are required to achieve a grade of C- and demonstrate novice mid proficiency at the end of the year to progress to Chinese 1B in grade 8.

## 302M CHINESE 1B

### Grade 8

This course will build on the foundation built in Chinese 1A. Students build upon the skills of listening, speaking, reading, writing and cultural understanding developed in 1A and reach a novice high proficiency level. Students at this level can use

familiar words and phrases to communicate about familiar topics. They communicate in simple sentences and can mostly be understood by someone accustomed to a language learner. Students will develop the ability to read and write both pinyin and simplified characters, and to navigate simple communicative tasks in Chinese. Students are required to achieve a C- average and demonstrate novice mid proficiency at the end of the year to continue with Chinese II.

### **352 CHINESE I**

Level 2 - 5 credits

Students in this course will develop proficiency in listening, reading, writing, speaking, and develop intercultural understandings in order to communicate effectively. Students will learn Pinyin (the official phonetic system), simplified character formation, simple sentence structures, and pronunciation and tones. Students in this course are expected to be partially, but not consistently, demonstrating novice high proficiency by the end of the course.

### **350 CHINESE I**

Level 3 - 5 credits

Students in this course will develop proficiency in listening, reading, writing, speaking, and develop intercultural understandings in order to communicate effectively. Students will learn Pinyin (the official phonetic system), simplified character formation, simple sentence structures, and pronunciation and tones. Students are expected to demonstrate novice mid proficiency upon completion of this course.

### **351 CHINESE II**

Level 2 - 5 credits

This course reinforces the skills developed in Chinese I. Students will be able to initiate and sustain short conversations about topics pertaining to daily life and communicate through short written texts. Students will also develop a level of proficiency that will enable them to communicate with native speakers about basic topics. Students in this course are expected to demonstrate novice high proficiency by the end of the course.

### **353 CHINESE II**

Level 3 - 5 credits

This course reinforces the skills developed in Chinese I. Students will be able to initiate and sustain short conversations about topics pertaining to daily life and communicate through short written texts. Students will also develop a level of proficiency that will enable them to communicate with native speakers about basic topics. Students are expected to partially, but not consistently, demonstrate novice high proficiency at the end of this course.

### **354 CHINESE III**

Level 2 - 5 credits

Chinese III students will work to improve their proficiency in speaking, reading, writing, and listening, building on the foundation created in Chinese I and Chinese II. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. Students will draw comparisons between

Chinese culture and their own. Students are expected to demonstrate intermediate low proficiency at the end of this course.

### **355 CHINESE III**

Level 3 - 5 credits

Chinese III students will work to improve their proficiency in speaking, reading, writing, and listening, building on the foundation created in Chinese I and Chinese II. The focus in this course will be the recognition and comprehension of written characters and oral communication. Students will also use a combination of pinyin and characters to write. Students will also develop skills in using Chinese word processing tools. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. Students will draw comparisons between Chinese culture and their own. Students are expected to demonstrate novice high proficiency at the end of this course.

### **358 CHINESE IV**

Level 2 - 5 credits

Students will expand upon the four skills introduced in earlier courses: reading, writing, speaking, and listening. Students will use increasingly authentic texts to obtain information about Chinese culture and history by reading texts in Chinese. Students will draw comparisons between Chinese culture and their own. During the course of the year, students will increase the range of functions they are able to perform in Chinese, enabling them to communicate in a variety of different contexts. Students at this level are expected to demonstrate intermediate low proficiency at the end of the course.

### **359 CHINESE IV**

Level 3 - 5 credits

This course will expand upon the four skills introduced in earlier courses: reading, writing, speaking, and listening. Students will use increasingly authentic texts to obtain information about Chinese culture and history by reading texts in Chinese. Students will draw comparisons between Chinese culture and their own. During the course of the year, students will increase the range of functions they are able to perform in Chinese, enabling them to communicate in a variety of different contexts. The focus in this course will be the recognition and comprehension of written characters and oral communication. Students at this level are expected to demonstrate intermediate low proficiency at the end of the course.

### **361 AP CHINESE**

Level 1 - 5 credits

This course will culminate in the AP Chinese Language and Culture exam, which requires students to create with the language by combining and recombining learned elements; initiate, sustain, and close conversations in a simple way; and ask and answer questions on a variety of topics. This course will have a heavy emphasis on Chinese culture and history, and students will obtain cultural and historical information by



reading texts in Chinese. By understanding the culture and history of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way. Students are required to take the A.P. Chinese Language and Culture exam and pay the required fee.

### **365 TEACHER ASSISTANT**

Level 3 - 5 credits

*Prerequisites: Completion of a French 5, Spanish 5, Chinese 4, Latin 4 or AP language course and permission of instructor*

*and department director:* Students accepted as teaching assistants will work with the classroom teacher to support instruction, and develop materials and activities for use in class. Students will complete reflection assignments about the nature of language teaching and learning and develop a portfolio showcasing their work. Interested students should contact the department director for an application.

## **FRENCH**

### **307M FRENCH 7**

*Grade 7*

Students in this course will develop proficiency in French through communicative activities designed to help students move toward the novice high proficiency level. Students will begin to understand and appreciate the cultures of the Francophone world as they develop their skills. Students are required to achieve a grade of C- at the end of the year to progress to French 1B in grade 8.

### **308M FRENCH 8**

*Grade 8*

This course is a continuation of Level 1A. Students at this level will continue to work toward the goal of novice high proficiency. Students build upon the skills of listening, speaking, reading, writing and cultural understanding developed in 1A and reach a novice high proficiency level. Students who successfully complete this course fulfill the requirements of the French I program. Students are required to achieve a C- average and demonstrate novice high proficiency at the end of the year to continue with French II.

### **310 FRENCH IA**

Level 3 - 5 credits

This course will focus on the fundamentals of communicative spoken French through communicative activities designed to help students move toward the novice high proficiency level. Students will learn to communicate in a variety of everyday situations. They will engage in skill-building activities and proficiency-based assessments and projects. The course will make use of differentiated methods to meet a variety of student needs. This course is designed for students with no prior knowledge of French.

### **309 FRENCH IB**

Level 3 - 5 credits

This is the second year of a two-year sequence of courses that completes the French I curriculum. Students at this level will continue to work toward the goal of novice high proficiency. This course will focus on the fundamentals of communicative spoken French. Students will learn about the culture of the French-speaking world and learn to communicate in a variety

of everyday situations. make use of differentiated methods to meet a variety of student needs. Successful completion of French IB with a year-end grade of a C- or better and demonstration of novice high proficiency allows students to continue to French II. Successful completion of French IA and IB fulfills the HHS language requirement for graduation.

### **311 FRENCH II**

Level 2 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in French I. Students in this course will work toward intermediate low proficiency. Culturally authentic readings and videos will increase students' global awareness, enhance students' language capabilities, and serve as a basis for discussion. Students in this course should be fully demonstrating intermediate low proficiency by the end of the course.

### **312 FRENCH II**

Level 3 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in French I. Students in this course will begin working toward intermediate low proficiency. Culturally authentic readings and videos will increase students' global awareness, enhance students' language capabilities, and serve as a basis for discussion. Students in this course are expected to be moving toward, but not completely meeting, intermediate low proficiency by the end of the course.

### **313 FRENCH III**

Level 2 - 5 credits

Students in French 3 will move toward the development of intermediate mid proficiency. Students are exposed to French and francophone culture through art, music, films, and the Internet. Creativity, a willingness to use the target language exclusively, and a willingness to work independently are essential components for success. This course is a preparation for French 4 honors. Students in this course are expected to be partially, but not consistently, demonstrating intermediate mid proficiency by the end of the course.

### **314 FRENCH III**

Level 3 - 5 credits

Students in this course will continue working toward intermediate low proficiency. This course refines the skills acquired in previous courses and emphasizes communication in French. Intermediate reading texts, simple poetry, short stories, Internet materials, films, and other authentic realia refine the students' reading ability. Skills are strengthened through spoken and written activities. Students in this course are expected to be partially, but not consistently, demonstrating intermediate low proficiency by the end of the course.

### **315 FRENCH IV**

Level 2 - 5 credits

This is a sequential course for students who have successfully completed French III (2). Students in this course will work toward intermediate mid proficiency. Students advance in proficiency in the four major linguistic skills: listening, speaking, reading, and writing. In addition, students will begin literary analysis of authentic French texts. Students will share personal beliefs and opinions in various communicative exchanges. They will explore and compare their personal beliefs with those of others in the classroom. Students will be encouraged to become lifelong learners and to use French for personal enrichment outside the classroom. Students in this course are expected to be partially, but not consistently, demonstrating intermediate mid proficiency by the end of the course.

### **316 FRENCH IV**

Level 3 - 5 credits

The course focuses on the ability to communicate in a variety of common situations. Students write about topics that they research or prepare incorporating more advanced idiomatic expressions. The goal is to connect the language to students' lives. Students in this course should be fully demonstrating intermediate low proficiency by the end of the course.

### **317 FRENCH V, Dual Enrollment**

Level 2 - 5 credits

This course is a literature and conversation course. The proficiency target for this course is intermediate mid. Reading comprehension, speaking, and writing are emphasized in this

course. French culture will be studied through selections covering several centuries of French literature, as well as through contemporary readings and the use of the Internet. Communication skills will be refined in daily conversations and discussions. French songs and French films are used as cultural teaching tools. Students will make connections within their community and with other French-speaking communities through the use of readings and the Internet. Students in this course are expected to demonstrate intermediate mid proficiency by the end of the course.

### **318 FRENCH V, Dual Enrollment**

Level 3 - 5 credits

This course is for students who are able to consistently demonstrate an intermediate low level of proficiency in the five skills of listening, speaking, reading, writing, and cultural understanding. Students will improve these skills by studying varying topics related to French and francophone culture. Particular emphasis will be placed on speaking. Topics may include food, art, music, current events and film. Excerpts of French and francophone literature from the Middle Ages to the present day will be read and discussed. Grammatical knowledge will be reviewed and refined as necessary. Students will be expected to interpret and respond to written and spoken French at a level consistent with an intermediate mid-level of proficiency.

### **320 AP FRENCH LANGUAGE AND CULTURE**

Level 1 - 5 credits

This course is designed for seniors who wish to take the AP French Language and Culture Exam in May. As set forth by the College Board, the overall goal of the course is to prepare students to perform at an intermediate mid or intermediate high proficiency level in the four basic language skills: listening, speaking, reading, and writing. Extensive written and independent oral production is expected. The course challenges able students while providing a means of obtaining college credit/or placement. Students are required to take the French Language and Culture Advanced Placement Examination.

## **LATIN**

### **340 LATIN I**

Level 2 - 5 credits

Students will learn the fundamentals of Latin grammar and syntax along with a basic working vocabulary. Students will develop proper translation techniques through the reading of a connected narrative about a Roman family in the first century A.D. Through these readings students will learn about society, religion, and history of the ancient Romans. The course will also emphasize the importance of Latin roots on English vocabulary. Students in this course are expected to be partially, but not consistently, demonstrating novice high proficiency by the end of the course.

### **341 LATIN I**

Level 3 - 5 credits

Students will learn the fundamentals of Latin grammar and syntax along with a basic working vocabulary. Students will develop proper translation techniques through the reading of a connected narrative about a Roman family in the first century A.D. Through these readings students will learn about society, religion, and history of the ancient Romans. The course will also emphasize the importance of Latin roots on English

vocabulary. Students are expected to demonstrate novice mid proficiency by the end of the course.

### **342 LATIN II**

Level 2 - 5 credits

This course is designed for the honors student who has successfully mastered the material necessary to enroll in Latin II honors. In this course, students will progress to more complex readings and grammar. These readings will focus on characters from the first book of the Cambridge Latin series as they experience the life and culture of Roman Britain and eventually Rome itself. These transitional readings will prepare students for authentic Latin texts. Students in this course must have the ability and motivation to move at an accelerated pace. Students are expected to partially, but not consistently, demonstrate intermediate low proficiency at the end of this course.

### **343 LATIN II**

Level 3 - 5 credits

In this course, students will progress to more complex readings and grammar. These readings will focus on characters from the first book of the Cambridge Latin series as they experience the life and culture of Roman Britain and eventually Rome itself. These transitional readings will prepare students for authentic Latin texts. Students in this course are expected to demonstrate novice high proficiency at the end of the course.

### **344 LATIN III**

Level 2 - 5 credits

Students will undertake the study of different genres of Latin prose literature. Students will learn about different aspects of Roman culture through the voices of authors such as Eutropius, Caesar, Cicero, Petronius and Pliny. In addition, students will analyze the works of the ancient authors and identify figures of speech, rhetoric, and syntax. The focus of the course will be the reading and translation of authentic Latin in a manner that reflects an understanding of Latin grammar and syntax. Through individual and group projects, students will also gain an understanding of the rich culture of the Roman world and its significant impact on later generations and the modern era. Students in this course must have the ability and motivation to move at an accelerated pace. Students are expected to consistently demonstrate intermediate low proficiency by the end of this course.

### **345 LATIN III**

Level 3 - 5 credits

Students will undertake the study of different genres of Latin prose literature. Students will learn about different aspects of Roman culture through the voices of authors such as Eutropius, Caesar, Cicero, Petronius and Pliny. In addition, students will analyze the works of the ancient authors and identify figures of speech, rhetoric, and syntax. The focus of

the course will be the reading and translation of authentic Latin in a manner that reflects an understanding of Latin grammar and syntax. Through individual and group projects, students will also gain an understanding of the rich culture of the Roman world and its significant impact on later generations and the modern era. Students are expected to partially, but not consistently, demonstrate intermediate low proficiency at the end of this course.

### **346 LATIN IV, Dual Enrollment**

Level 2 - 5 credits

This course is offered as a dual enrollment course through UMass Boston. Upon successful completion of this course, students will earn three transferable college credits. In this course, students will undertake the study of various Roman poets. Students will learn about different aspects of Classical culture and mythology through the voices of poets such as Catullus, Horace, Vergil and Ovid. Students will read works of ancient poetry and translate in an accurate manner which reflects an understanding of grammar and syntax. Students will analyze these works and identify figures of speech, rhetoric, and syntax. Students will learn about poetic meter and how to scan lines of poetry. In addition, students will explore Roman history and culture by completing projects individually or in groups. Students in this course must have the ability and motivation to move at an accelerated pace. Students are expected to demonstrate intermediate mid proficiency by the end of this course.

### **347 LATIN IV**

Level 3 - 5 credits

In this course, students will undertake the study of various Roman poets. Students will learn about different aspects of Classical culture and mythology through the voices of poets such as Catullus, Horace, Vergil and Ovid. Students will read works of ancient poetry and translate in an accurate manner which reflects an understanding of grammar and syntax. Students will analyze these works and identify figures of speech, rhetoric, and syntax. Students will learn about poetic meter and how to scan lines of poetry. In addition, students will explore Roman history and culture by completing projects individually or in groups. Students are expected to partially, but not consistently, demonstrate intermediate mid proficiency at the end of this course.

### **349 AP LATIN**

This course prepares students to read, translate, analyze and interpret selections from Caesar's *De Bello Gallico* and Vergil's *Aeneid* that form the reading list of the AP syllabus. In addition, students will discuss the Latin texts and write analytical essays that demonstrate knowledge of cultural, historical, and mythological events as well as meter, figures of speech and rhetoric. Students will also practice reading and sight translation in order to prepare for sections of the AP test that contain unseen passages. Students are required to take the AP Latin Literature exam and pay the required fee.

## SPANISH

### **320M SPANISH 7 – IA**

*Grade 7*

Students in this course will develop proficiency in Spanish through communicative activities designed to help students move toward the novice high proficiency level. Students will begin to understand and appreciate the cultures of the Spanish-speaking world as they develop their skills. Spanish I. Students are required to achieve a grade of C- at the end of the year to progress to Spanish 1B in grade 8. This course is offered for 8th grade students with the course number 324M.

### **321M SPANISH 8 - 1B**

*Grade 8*

This course is a continuation of Level 1A. Students at this level will continue to work toward the goal of novice high proficiency. Students build upon the skills of listening, speaking, reading, writing and cultural understanding developed in 1A and reach a novice high proficiency level. Students who successfully complete this course fulfill the requirements of the Spanish I program. Students are required to achieve a C- average and demonstrate novice high proficiency at the end of the year to continue with Spanish II.

### **323 SPANISH IA**

Level 3 - 5 credits

This is the first year of a two-year sequence of courses for the Spanish I curriculum offered at HHS. Spanish IA covers the first half of the curriculum, and the second half will be covered the following year in Spanish IB. Students wishing to fulfill their language graduation requirement must successfully complete both courses. This course will focus on the fundamentals of communicative spoken Spanish through communicative activities designed to help students move toward the novice high proficiency level. Students will learn to communicate in a variety of everyday situations. They will engage in skill-building activities and proficiency-based assessments and projects. The course will make use of differentiated methods to meet a variety of student needs. This course is designed for students with no prior knowledge of Spanish. Successful completion of Spanish 1A and 1B satisfies the Hingham High School graduation requirement for world languages.

### **324 SPANISH IA**

Level 4 - 5 credits

This is the first year of a two-year sequence of courses for the Spanish I curriculum offered at HHS. Spanish IA covers the first half of the curriculum, and the second half will be covered the following year in Spanish IB. Students wishing to fulfill their language graduation requirement must successfully complete both courses. This course will focus on the fundamentals of communicative spoken Spanish through communicative activities designed to help students move toward the novice high proficiency level. Students will learn to communicate in a variety of everyday situations. They will engage in skill-building activities and proficiency-based assessments and projects. The course will make use of differentiated methods to meet a variety of student needs. This course is designed for students with no prior knowledge of Spanish. Successful completion of Spanish 1A and 1B

satisfies the Hingham High School graduation requirement for world languages.

### **322 SPANISH I B**

Level 3 - 5 credits

This is the second year of a two-year sequence of courses that completes the Spanish I curriculum. Students at this level will continue to work toward the goal of novice high proficiency. This course will focus on the fundamentals of communicative spoken Spanish. Students will learn about the culture of the Spanish-speaking world and learn to communicate in a variety of everyday situations make use of differentiated methods to meet a variety of student needs. Successful completion of Spanish IB with a year-end grade of a C- or better and demonstration of novice high proficiency allows students to continue to Spanish II. Successful completion of Spanish IA and IB fulfills the HHS language requirement for graduation.

### **327 SPANISH I B**

Level 4 - 5 credits

This is the second year of a two-year sequence of courses that completes the Spanish I curriculum. Students at this level will continue to work toward the goal of novice high proficiency. This course will focus on the fundamentals of communicative spoken French. Students will learn about the culture of the Spanish-speaking world and learn to communicate in a variety of everyday situations. make use of differentiated methods to meet a variety of student needs. Successful completion of SpanishIB with a year-end grade of a C- or better and demonstration of novice high proficiency allows students to continue to Spanish II. Successful completion of Spanish IA and IB fulfills the HHS language requirement for graduation.

### **325 SPANISH II**

Level 2 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in Spanish I. Students in this course will work toward intermediate low proficiency. Culturally authentic readings and videos will enhance students' global awareness and encourage skill building. Students in this course should be fully demonstrating intermediate low proficiency by the end of the course.

### **326 SPANISH II**

Level 3 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in Spanish I. Students in this course will begin working toward intermediate low proficiency. Culturally authentic readings and videos will increase students' global awareness, enhance students' language capabilities, and serve as a basis for discussion. Students in this course are expected to be moving toward, but not completely meeting, intermediate low proficiency by the end of the course.

**328 SPANISH III**

Level 2 - 5 credits

Students in Spanish 3 will move toward the development of intermediate mid proficiency. Students are exposed to the culture of the Spanish-speaking world through art, music, films, and the Internet. Creativity, a willingness to use the target language exclusively, and a willingness to work independently are essential components for success. Students in this course are expected to be partially, but not consistently, demonstrating intermediate mid proficiency by the end of the course. Successful completion of this course may allow students to be considered for AP Spanish Language the following year.

**329 SPANISH III**

Level 3 - 5 credits

Students in this course will continue working toward intermediate low proficiency. This course refines the skills acquired in previous courses and emphasizes communication in Spanish. Intermediate reading texts, simple poetry, short stories, Internet materials, films, and other authentic realia refine the students' reading ability. Skills are strengthened through spoken and written activities. Students in this course are expected to be partially, but not consistently, demonstrating intermediate low proficiency by the end of the course.

**330 SPANISH IV**

Level 2 - 5 credits

Students in this course will work toward intermediate mid proficiency. The course will enable students to become proficient users of the target language. Students will refine their reading and writing skills through an extensive use of authentic short stories, poetry, and newspaper articles and commentary. Cultural exploration of the Spanish-speaking world is achieved through discussions and comparisons of attitudes, values, beliefs, and behaviors. Students in this course are expected to be partially, but not consistently, demonstrating intermediate mid proficiency by the end of the course.

**331 SPANISH IV**

Level 3 - 5 credits

The course focuses on the ability to communicate in a variety of common situations. Students in this course will work toward intermediate low proficiency. Students write about topics that they research or prepare incorporating more advanced idiomatic expressions. The goal is to connect the language to students' lives. Students in this course should be fully demonstrating intermediate low proficiency by the end of the course.

**332 SPANISH V**

Level 2 - 5 credits

Through dialogue, debate and discourse of historical and contemporary themes relating to Spain and Latin America, students will develop an appreciation of the global world in which we now live. College level texts, films, Spanish internet TV news programs and news articles from Spanish speaking countries are used to introduce students to Spanish and Latin American literature and contemporary issues. Students are

expected to participate in class discussions, write essays, make presentations and interpret and explain the social and cultural differences of the people studied. The proficiency target for this course is intermediate mid.

**333 SPANISH V**

Level 3 - 5 credits

This course is for students who are able to consistently demonstrate an intermediate low level of proficiency in the five skills of listening, speaking, reading, writing, and cultural understanding. Through dialogue, debate, and discourse of historical and contemporary themes relating to Spain and Latin America, students will develop an appreciation and comparison of the global world in which we now live. College level texts, films, Spanish TV news programs, and news articles from Spanish-speaking countries are used to introduce students to Spanish and Latin American literature and contemporary issues. Students are expected to participate in class discussions, write essays and make presentations, interpret and explain the social and cultural differences of the peoples studied. Students will be expected to interpret and respond to written and spoken Spanish at a level consistent with an intermediate mid level of proficiency.

**334 AP SPANISH LITERATURE**

Level 1 - 5 credits

This course is for seniors who wish to take the AP Spanish Literature exam in May. The course is conducted entirely in Spanish and covers Spanish and Latin American authors and their works from the medieval period to the present day. The works are presented with the aim of integrating the historical themes and literary movements of the different time periods and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. Class activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help students interpret the figures of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills. The course challenges able students while providing them a means of obtaining college credit/or placement. Students are required to take the Advanced Placement Spanish Literature and Culture Examination.

**335 AP SPANISH LANGUAGE Level 1 – 5 credits**

This course is designed for juniors and seniors who wish to take the AP Spanish Language Exam in May. The overall goal of the course, as set forth by the College Board, is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. The students' proficiency level is both comfortable and flexible. While not yet perfect in accuracy, the sophistication of their speech is noticeably greater. Extensive written and independent oral production is expected. The course thus challenges able students while providing them a means of obtaining college credit/or placement. Students are required to take the Spanish Language and Culture Advanced Placement Examination.



# PROGRAM OF STUDIES

## 2023-2024



"Out of the public school grows the greatness of a nation."

Mark Twain

# HINGHAM SECONDARY SCHOOLS

# PROGRAM OF STUDIES

## 2023-2024

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## **MESSAGE TO PARENTS AND STUDENTS**

Choosing secondary school courses is a major decision for all students. This selection of courses should be a cooperative effort involving the students, parents, counselors, teachers, and administrators. All must participate in order to develop programs that will take into account the student's interests, achievements, academic ability, and career goals. Please read the information in this Program of Studies carefully when selecting next year's courses. This should ensure a smooth start to the school year in September.

At both Hingham Middle School and Hingham High School, the course selection process begins with the presentation of the Program of Studies. For leveled classes teachers will make recommendations for appropriate placement. After viewing their teachers' recommendations, students and parents will electronically submit course requests. Parental input and approval of the choices are important. Following the submission, students will meet individually with their counselors to review and finalize their course requests. Parents should check Aspen to see that the courses and levels are correct. If a change is requested, it is important to contact your students' counselors promptly. This is the last opportunity parents and students have to make changes that the school can reasonably be assured of honoring.

The administration reserves the right to withdraw a course offering if a reasonable number of students do not elect the course or if staffing is not available. When a course is oversubscribed, priority for enrollment will be given to seniors, then juniors, then sophomores, etc. Students who are unable to be enrolled in a course will be offered alternative courses, if such courses are available. While we hope to offer as many of the courses in this Program of Studies as possible, the actual course offerings will depend on budget and staffing.

We build the entire schedule and assign faculty based on information we receive from students and parents in the winter and spring about course choices. Usually we can accommodate changes that are submitted during the spring. However, requests for changes after that time will only be honored after school personnel have carefully considered the reasons for the proposed changes and only if space and resources are available. Requests for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in a class with friends are inappropriate reasons for a schedule change and will not be honored. This policy has been developed to prevent staffing, scheduling, and teaching and learning problems that result from late schedule changes. Once the school year has begun, schedule conflicts, oversubscription, and other factors may make certain courses unavailable. We cannot stress enough the importance of carefully considering and selecting courses in the spring. Avoid schedule problems in the summer and fall by making wise, thoughtful choices now.

### **EQUAL OPPORTUNITY FOR ALL STUDENTS**

**Hingham Public Schools does not discriminate in its educational and/or operational programs or activities on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homeless status for students, physical and intellectual differences, pregnancy or pregnancy related condition, veteran status or Foster care status, or any other characteristic protected under applicable federal, state or local law. Every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities, so long as the student has met the minimum qualification requirements.**

See School Committee policy [AC-2](#), [ACA](#), [JB](#)

## **HINGHAM PUBLIC SCHOOLS CORE BELIEFS**

- FULFILLMENT OF INDIVIDUAL POTENTIAL
- RESPECT FOR SELF AND OTHERS
- CIVIC RESPONSIBILITY
- COMMITMENT TO LIFE-LONG LEARNING
- SERVICE TO OTHERS

## **HINGHAM PUBLIC SCHOOLS MISSION**

The mission of the HPS is to provide challenging and comprehensive educational programs in a safe and supportive environment, enabling all students to develop the knowledge and skills necessary for success as local and global citizens.

In partnership with families and the community, the HPS strives to develop in students:

- academic excellence, including content knowledge, communication skills, critical thinking skills, and problem solving capacity
- habits of physical and emotional well-being, including a spirit of self-worth, resiliency, and adaptability
- personal responsibility, integrity, and active citizenship
- responsibility for the environment
- skillful and responsible use of technology
- respect for the diverse views and backgrounds of others
- collaborative engagement as a means of both learning and problem solving
- intellectual curiosity that motivates future learning
- creative expression through the fine, performing, and applied arts

## HINGHAM MIDDLE SCHOOL MISSION STATEMENT

Hingham Middle School must provide all children with a positive learning atmosphere which offers students an opportunity to be challenged to their utmost ability, fosters understanding between diverse people, promotes services to others, and instills a feeling of self-worth. Contributions from all members of the Hingham Middle School community are necessary and welcome.

**COURSES:** Specific course descriptions for grades 6-8 are available in each academic area.

Grade 6	Language arts, mathematics, science, social studies, and physical education Sixth graders also take art, DARE, world language, Second Step, and the following exploratory classes: media literacy, introduction to drama, introduction to family and consumer science, and introduction to technology education. They must also elect to participate in one of the following music offerings: band, chorus, or orchestra. <u>Alterations to a schedule may be made based on a student's Individualized Education Program.</u>
Grades 7 & 8	English, mathematics, science, social studies, physical education/health (world language is strongly recommended for all students)

### STUDENT SCHEDULE REQUIREMENTS

Based on a four-day, 28 block cycle, each student in grades 6-8 must carry a minimum of 26 class blocks per cycle. Massachusetts "Time & Learning" guidelines require that all students be scheduled for 990 hours of instructional time annually; therefore, students who enroll in fewer than 28 class blocks will be assigned to a directed study to complete their "instructional time" requirements.

#### **Retention Policy**

For seventh and eighth graders who fail English or mathematics for the school year, it is recommended that they attend a summer school program in that subject. Seventh and eighth graders who fail both English and mathematics will be required to attend summer school programs in both disciplines. Seventh and eighth graders who fail three of the four core subjects for the school year (English, mathematics, science, social studies) will also be required to repeat the grade. The principal reserves the right to explore appropriate alternatives in individual student cases.

#### **Levels and Groupings (7-8)**

Where levels exist, classes tend to be homogeneous in terms of student ability and achievement levels in the subject. Students are assigned to levels on the basis of ability and past achievement. In most elective areas, the enrollment tends to be heterogeneous (i.e., students in those classes have a wider range of abilities and achievement levels). In a course where levels exist, the level is stated with the course title.

<b>Level 2</b>	<i>Advanced courses are available for students capable and desirous of a high level of academic challenge. These courses involve extension and acceleration and require self-motivation and the ability to do independent work.</i>
<b>Level 3</b>	<i>These courses require a strong commitment to high academic standards, and daily completion of extensive homework is expected.</i>
<b>Level 4</b>	<i>Standard courses are available for students who wish to strengthen fundamentals.</i>

**Attendance:** The middle school keeps a record of attendance for each class.

**Homework:** While some homework may be completed in directed study periods, out-of-school time must be spent on homework to derive maximum benefit from the academic program. The amount of homework assigned for subjects that meet four times during the cycle should be approximately twenty to thirty minutes per night. Middle school students should expect to spend between one and a half to two hours per night on homework.

**Performance Reports:** The middle school provides a formal report four times a year in the form of a report card. The purpose of this report is to provide a summary of assessments made by teachers so that the degree of progress may be judged. In addition, teachers, counselors, or administrators may provide additional information on performance through letters, forms, individual progress reports, telephone calls, e-mails, or parent conferences.

**Formal Records:** A temporary file is maintained on each student. This file is maintained by the School Counseling Department and may be reviewed by a student or parent upon request. This file contains all school information collected during earlier school years (report cards, transfer reports, test summaries, etc.). In addition, the administration maintains a permanent student record of courses taken and grades received.

## **HINGHAM HIGH SCHOOL MISSION STATEMENT**

The mission of Hingham High School 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 the support and involvement of the community, Hingham High School will engage all students in a challenging, well-balanced educational program complemented by co-curricular activities.

### **CORE VALUES**

Fulfillment of Individual Potential  
Respect for Self and Others  
Civic Responsibility

Commitment to Life-long learning  
Environmental Stewardship  
Global Citizenship

### **BELIEFS ABOUT LEARNING**

#### **ALL STUDENTS LEARN AND SUCCEED BEST...**

- in an atmosphere of mutual respect
- with comprehensive educational programs that offer opportunities to explore, experiment, and excel in academics, arts, athletics, and other extracurricular interests
- with a curriculum that promotes essential 21st century skills – notably creativity, curiosity, resilience, teamwork, and global awareness
- in a culture that establishes a commitment to both high academic expectations and the support of intellectual, social, emotional, and physical well-being for all
- in a community that fosters environmental responsibility
- with teachers who employ a variety of instructional practices and assessments
- in an atmosphere that encourages independent learning, self-advocacy, and intellectual risk-taking without fear of failure
- in a community that actively promotes the development of personal responsibility, integrity, and ethical behavior

### **EXPECTATIONS FOR STUDENT LEARNING**

#### **ALL HINGHAM HIGH GRADUATES WILL:**

- 1. Read purposefully**
  - Read both literary and informational texts with an accurate understanding of content and literal meaning
  - Read with an understanding of the distinction between fact and opinion
  - Read with the ability to analyze figurative language, implied meaning, and tone
- 2. Write effectively**
  - Write with appropriate expression and structure
  - Write with attention to the conventions of grammar, usage, and vocabulary
  - Use writing as a means of self-expression
- 3. Communicate effectively**
  - Speak clearly and confidently in an oral presentation
  - Listen critically and accurately to spoken messages
  - Acquire communication skills in a second language
  - Explore and express ideas through the arts
  - Use a variety of media to communicate ideas and information
- 4. Identify, analyze, and solve problems**
  - Use logic and deductive and inductive reasoning to solve problems
  - Demonstrate the ability to use technology
  - Access and evaluate information
  - Use a range of resources to conduct research
- 5. Demonstrate self-respect and respect for others**
  - Develop healthful habits for physical, social, and emotional well being
  - Engage in environmentally responsible behaviors
  - Exhibit positive verbal and nonverbal behavior
  - Maintain a good conduct record
  - Display personal and academic integrity

- Develop understanding of individual differences and global perspectives
6. **Work both independently and cooperatively with others**
- Be involved in school and/or community extra-curricular activities
  - Attend school
  - Demonstrate awareness of academic responsibilities
  - Be tolerant of others' opinions and points of view
  - Participate constructively in group activities
7. **Fulfill their responsibilities and exercise their rights as members of local and global communities**
- Support student-sponsored activities that respond to the needs of others
  - Register to vote when eligible
  - Participate in community decisions
  - Demonstrate knowledge of civics education through the study of United States history, the democratic process, and shared civic values
  - Acquire knowledge of diverse cultures
  - Examine contemporary issues from multiple perspectives

## GENERAL INFORMATION

The Program of Studies is intended to give parents and students information which will help to

- increase understanding about what the schools offer
- develop an awareness of the programs and resources that are available
- increase understanding of how to make decisions about these resources and indicate who is available for help
- clarify basic requirements for planning and scheduling a program and for becoming eligible for graduation
- describe what can be done if a problem develops with a program
- identify the various record systems of the school: attendance, formal records, and reports of performance

**COURSE LOAD:** - Each student in grades 9-12 must carry a minimum of 30 credits. Seniors carrying three or more Advanced Placement courses are required to carry a minimum of 20 credits. Massachusetts "Time & Learning" guidelines require that all students be scheduled for 990 hours of instructional time annually; therefore, students who enroll in fewer than 35 credits of coursework will be assigned to a directed study to complete their "instructional time" requirements. The purpose of directed study is for students to work on curriculum-related materials under the supervision of a teacher. Students will use the opportunity to work on any unfinished class work and strengthen their understanding of academic knowledge. Directed studies are held in classrooms under the direction of a licensed teacher.

**CREDITS:** - To receive a HHS diploma, all students must earn 110 credits; pass the MCAS in English/Language Arts, Mathematics, and one science area; and complete all other requirements. Credits are earned at the completion of a course.

### MINIMUM CREDITS FOR CLASS STANDING (promotion to next grade)

- Minimum credits necessary to become a **sophomore** 25
- Minimum credits necessary to become a **junior** 50
- Minimum credits necessary to become a **senior** 75

### DISTRIBUTION REQUIREMENTS

In addition to general course load requirements noted above, there are certain required course credits that must be earned in grades 9-12. Certain distribution requirements must be fulfilled for graduation\*. All students must earn at least the following credits:

20 credits in English	15 credits in Math
15 credits in Science	15 credits in Social Studies (must include US History*)
10 credits in the same World Language	2.5 credits in Fine or Applied arts
2.5 credits in Health	2.5 credits in Physical Education (class of 2026 and subsequent classes)

\*\*\*Credit may be awarded for a course only the first time it is taken\*\*\*

### HIGH SCHOOL GRADUATION REQUIREMENTS BY GRADE

Grade 9 English I, Physical Education	Grade 11 English III, US History*, Physical Education**
Grade 10 English II, Physical Education, Health	Grade 12 English IV, Physical Education**

Only credits earned in grades 9-12 may be applied to graduation requirements. In order to participate in graduation, ALL requirements must be met. (Cases of foreign exchange students will be handled individually.)

\*Courses at HHS that fulfill that requirement are American Studies or Advanced Placement US History.

\*\*All high school students must participate in physical education every year. In grades 9 and 10, all students are required to complete a semester course in physical education. Juniors and seniors have a variety of options by which they may complete the physical education requirement. See the Physical Education section of this program for details.

## **COURSE SELECTION PROCESS**

**The Hingham High School administration builds the entire schedule and assigns faculty based on information received from students and parents during the course selection period. Requests for changes after that time will only be honored due to extraordinary circumstances after school personnel have carefully considered the reasons for the proposed changes and only if space and resources are available.**

**Requests for a change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate reasons for a schedule change and will not be honored.**

This policy has been developed to prevent staffing, scheduling, and teaching and learning problems that result from late schedule changes. Once the school year has begun, schedule conflicts, over-subscription, and other factors may make certain courses unavailable. We cannot stress enough the importance of carefully considering and selecting courses in the spring. Avoid schedule problems in the summer and fall by making wise, thoughtful choices now.

Teacher recommendations for level placement and realistic assessments of ability and work habits should be considered seriously by students and parents during the course selection process. These recommendations and assessments are intended to place students in courses where the pace, expectations and standards are appropriate to their needs and abilities, thereby allowing students to learn, grow and succeed in an optimal fashion. As students formulate their course registration plans, attention to the Program of Studies is essential because it contains statements of prerequisites, course recommendations, and course expectations.

### **THE COURSE SELECTION PROCEDURE**

1. Students and counselors discuss the overall course selection process
2. The current teacher makes course recommendations for the next year (for leveled courses only).
3. Student and parents discuss program choices for the following year, review specific language in the Program of Studies, and review the student's report card.
4. The student and parent review the teacher recommendations, choose the courses using the Program of Studies, and make their selections through the Aspen X2 portal.
5. Guidance Counselors review the course selections of the students.

In academic courses where there is a disparity between teacher recommendation and the course the student wishes to select, the level recommended by the teacher will be recorded. In order to resolve the disparity, the student and parent will follow the Placement Review Process.

### **PLACEMENT REVIEW PROCESS**

**Teachers carefully consider their level recommendations for each student. It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher recommendation differs from the level that the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the student and parent are encouraged to talk with the teacher and, if necessary, the appropriate department head. If the decision is to override the teacher's recommendation, the parent/student will select the original course recommended on the Aspen X2 portal and then request a Parent Override Form from the student's counselor. ALL REQUESTS MUST BE RECEIVED BY THE DEADLINE FOR SUBMITTING COURSE SELECTION SHEETS. Exceptions due to extraordinary circumstances will be reviewed by the appropriate school personnel.**

### **Important Note to Parents and Students who have participated in the Placement Review Process:**

Sometimes parents / students choose to reject placement recommendations and request placement in a more demanding level. There are risks in doing so. Specifically:

- A student who does poorly in a more advanced class weakens their record. Sometimes, difficulties in one course generate difficulties in others as well.
- To keep up with the class, the student may require more individual help than the teacher can reasonably be expected to provide. The demands of an advanced curriculum do not allow teachers to accommodate to the pace of a student who is misplaced. The teacher cannot provide individual tutoring.

- We cannot assure that a student who has difficulty will be able to move to a lower level. Classes are tightly scheduled, and it may not be possible to find a place in the new class mid-semester. The student must then either drop the course completely or remain in the requested section despite diminished performance.
- When a transfer is possible, it may be necessary to reschedule other classes to accommodate the shift. This general disruption can cause problems in other courses where the student may be doing well.

### **SCHEDULE CHANGES**

Once selections have been made and classes formed, it is extremely difficult to make changes. **Students should select courses carefully.** The program selected by a pupil and reviewed by the parent, prior to the close of the school year, represents a final choice of courses with these exceptions:

1. If, through summer school or by other means, a student has satisfactorily completed subjects failed or incomplete as of the previous June, the student may apply at the School Counseling Office for a schedule change.
2. Errors on a student's program should be reported to the counselor immediately.
3. All other requests for change must be handled individually with the counselor and may be granted only after parental participation in a conference and with department head approval.

Counselors are responsible for recording any schedule changes. Requests for changes may be initiated by the student, parent, teacher, department chairperson or administrator. After a decision has been made to effect a schedule change, the following steps must be taken.

1. The counselor will develop the program change.
2. The change sheet must be approved by the parent and the department chairperson and/or teacher.
3. Students will be notified by the counselor if and when the change will be made.

### **LEVEL CHANGES**

- Students in academic courses are assigned levels on the basis of ability and past achievement. Any questions regarding levels may be directed to the counselor.
- In the case of full-year classes, level changes may not occur after the first five weeks of terms one and two; no level changes may occur after mid-year. For semester courses level changes may not occur after the first five weeks of the course.
- No level changes nor course withdrawals may occur without teacher input and department chair approval.
- All level changes will require a discussion involving the student, parent, teacher, counselor, and department chair. Parents must provide written approval for changes.
- If a level change does occur, the grade received in the prior level will be adjusted up or down by ten points for the purposes of calculating the student's GPA.
- No new course may be added to a student's schedule after the first two weeks of either semester without the permission of the principal.

During the initial five weeks of any course, students are permitted to drop courses (following procedures listed above) without penalty, provided the student will still have the required number of credits. After the initial five weeks of any course, a student who drops a course will have entered on their school record a "W" and the notation of passing (P) or failing (F) at the time of withdrawal.

**Homework** is assigned according to the type and level of the academic program. While some homework may be completed in study periods, out-of-school time must be spent on homework to derive maximum benefit from the academic program. The amount of homework assigned for subjects that meet six times during the cycle should be approximately thirty minutes per night. Thus high school students should expect to spend between two and three hours per night on homework. This does not pertain to Advanced Placement courses, which may require additional work.

Depending upon staff availability, **independent study options** may be available. Students electing this option will pursue independent study and/or research on a topic of their choosing in an assigned classroom. They must work under the direction of a staff member knowledgeable in their chosen area who will assist them in developing the focus and requirements of their study. Students will be assigned to this teacher and his/her/their classroom for the independent study period. The hours for independent study will be same as the hours for an equivalent course. Attendance will be taken daily. Student progress will be monitored and assessed by this advisor. The high school principal will have final approval of all independent study programs including the determination of the number credits to be awarded.



## LEVELS AND GROUPINGS (9-12)

It is important to understand how courses in certain departments are organized. Where levels exist, classes tend to be more homogeneous in terms of student ability and achievement levels in the subject. Students are assigned to levels on the basis of ability and past achievement. In most elective areas, the enrollment tends to be more heterogeneous, i.e., students in those classes have a wider range of abilities and achievement levels. In a course where levels exist, the level is stated with the course title. The presence of an educational disability (as documented in an Individualized Education Program, 504 Plan, etc.) will not prevent a student from enrolling in an advanced course. General descriptors are listed below.

Level 1	Advanced Placement courses are recommended for students who have demonstrated exceptional academic achievement. These courses involve considerable enrichment and acceleration as well as extensive homework. Summer reading and/or project requirements are an integral part of each course. To receive AP credits, the AP exam must be taken; a fee is required for each examination.
Level 2	Advanced courses are available for students capable and desirous of a high level of academic challenge. These courses involve extension and acceleration and require self-motivation and the ability to do independent work.
Level 3	Level 3 courses will prepare students for all colleges and universities except those listed in Barron's Profiles of American Colleges as most competitive. These courses require a strong commitment to high academic standards, and daily completion of extensive homework is expected.
Level 4	Standard courses are available for students who wish to strengthen fundamentals required for junior college, business or specialized schools, and employment.

### ADVANCED PLACEMENT COURSE INFORMATION

Hingham High School requires all students enrolled in an AP course to take the AP exam (for which there is a fee) in May. All students enrolled in an AP class will be expected to register with the College Board at the beginning of the course. Students will be given instructions for registration at the appropriate time. Exams are ordered by the school in early November. Payments for exams are not due at the time of registration but will be collected in the spring. If the cost of the exam presents a financial hardship, students may contact the AP Coordinator (the Director of School Counseling) for more information about the possibility of financial aid.

### GRADE POINT AVERAGE

- Hingham High School does not rank students and does not provide colleges or universities with class rank information.
- Designations of class valedictorian and class salutatorian will be awarded to the two seniors with the highest grade point averages. Students who are not enrolled at HHS for the final four consecutive semesters of high school (all of junior and senior year) will not be considered for these designations. Class valedictorian and class salutatorian will be selected after the seniors' final grades have been established.
- Hingham High School uses a 4.0 weighted GPA (Grade Point Average) centered on level 3 (college preparatory). GPA is calculated for all students who enter Hingham High School prior to their senior year. Beginning with the class of 2023, grades from other schools will not be included in the GPA. All leveled courses (i.e., English, world language, math, science and social studies) are included in the calculation of GPA.

<u>Mark</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
A+	5.3	4.8	4.3	3.8
A	5.0	4.5	4.0	3.5
A-	4.7	4.2	3.7	3.2
B+	4.3	3.8	3.3	2.8
B	4.0	3.5	3.0	2.5
B-	3.7	3.2	2.7	2.2
C+	3.3	2.8	2.3	1.8
C	3.0	2.5	2.0	1.5
C-	2.7	2.2	1.7	1.2
D+	2.3	1.8	1.3	0.8
D	2.0	1.5	1.0	0.5
D-	1.7	1.2	0.7	0.2
F	0	0	0	0

**DEVELOPING A SCHEDULE** - Schedule a program with the present AND the future in mind. Make all decisions carefully and take advantage of all available assistance. Counseling services are provided for all students and parents to consider the vocational and personal interests of each student as well as to help in the student's educational placement. Individual conferences are scheduled, as well as small and large group meetings. The Counseling Department also offers other services: testing, evaluation, dissemination of occupational and vocational information, orientation programs, conferences, and referrals to other agencies. The Counseling Office at the high school includes a Post-Secondary Planning Office which contains information useful in college and career planning. The material is for the use of students and their parents; counselors and the post-secondary planning coordinator are available to assist. The Post-Secondary Planning Office has a variety of resources for career, college, and scholarship searches.

Students who are interested in a **vocational program** should discuss this matter with their school counselors. The Hingham secondary schools offer a number of vocationally-oriented courses; however, spaces in vocational programs outside of Hingham may be available on a limited basis. Parents are asked to give written notification by December 1 (i.e., December 1st of 8th grade for 9th grade enrollment and December 1st of subsequent years for high school transfer) of their child's intent to enroll in a vocational school for the next school year. Parents should inform the school principal of their plans to apply to vocational school as early as possible so the school can best support their application plans.

**SCHEDULING GUIDELINES** - To assist students in planning programs, we offer the following guidelines. These are broad guidelines. Specific schools have specific requirements, and these may be obtained by looking at college websites.

- It is strongly recommended that each student's program include an applied arts experience (Business/Technology, Family & Consumer Sciences, Industrial Technology) and a fine arts experience (Art, Music, Drama).
- The preparation for THE MOST COMPETITIVE COLLEGES should include level two and Advanced Placement courses. Planning for these courses must begin with the selection of courses for grades 7-11.
- **Four years of mathematics is required for acceptance to any Massachusetts state college or university.**
- Additionally, three years of a lab science is required. All HHS science classes are considered lab sciences.

If a student is planning to go to a **four-year liberal arts college**, consider electing

- Four (4) years of English
- Three-four (3-4) years of mathematics
- Two-four (2-4) years of world language
- Three-four (3-4) years of science
- Three-four (3-4) years of social studies (U.S. History is required).

If a student is planning to go to a **science or an engineering college**, consider electing

- Four (4) years of English
- Four (4) years of mathematics
- Three-four (3-4) years of science (including biology, physics, and chemistry)
- Two-three (2-3) years of world language.

If a student is planning to pursue a **major in business administration or information technology**, consider electing

- Four (4) years of English
- Three (3) years of mathematics
- Three (3) years of science
- Three (3) years of social studies (U.S. History is required).
- The full range of courses offered in the Business/Technology Department.

If a student is planning to take a diploma or associate degree program in **nursing**, consider electing

- Four (4) years of English
- Three-four (3-4) years of mathematics (including algebra)
- Two-four (2-4) years of science (including biology and chemistry or anatomy & physiology)
- Two-three (2-3) years of social studies (US History is required).
- Two (2) years of world language.

If a student is planning to enter the fine arts, the family and consumer sciences, or the trades, in addition to the required subjects, consider electing as many courses as possible in the field of specialization.

# GLOBAL CITIZENSHIP PROGRAM

## MISSION

The Global Citizenship Program (GCP) promotes global competence, a key twenty-first century skill, in Hingham High School students. Through interdisciplinary academic study, community service and international travel, participants increase their global awareness, heighten their appreciation of diversity, and enlarge their capacity to work and contribute in an increasingly interconnected world.

## GCP STRUCTURE

There are two related branches of the GCP: the GCP Club and the GCP Certificate Program.

**The GCP Club** is open to all students at Hingham High School interested in global competence and awareness. The GCP Club offers social, educational, and service activities that promote global competence and furthers the mission of the entire GCP. GCP Club meets once per month and offers an array of globally-themed activities each month. All Hingham High students are welcome to help plan and carry out GCP club activities and events.

**The GCP Certificate Program** is an application-based program with specific requirements (see below). Students in the Certificate Program are required to participate in the GCP Club. Students who are only in the GCP Club may also choose to apply to the certificate program; participation in the club will be a factor in the admission process for a Certificate Candidate. The GCP Club and Certificate Program are intricately connected in terms of social activities, leadership, vision, and purpose; however, the Certificate Program demands a higher level of commitment and involvement from accepted students in addition to other academic and extracurricular activities.

## EXPECTATIONS for CERTIFICATE PROGRAM

GCP Certificate students will:

- Demonstrate proficiency and confidence in a second language
- Attain knowledge of – and show an appreciation for – cultural differences
- Examine contemporary issues from multiple perspectives
- Engage in community service with open-mindedness and humility
- Contribute with energy and spirit to the GCP community of learners
- Share their expertise and enthusiasm with the broader Hingham community
- Actively promote global understanding and the peaceful resolution of conflicts
- Achieve personal growth through reflection
- Strive to realize their full potential to lead as global citizens

## GCP CERTIFICATE APPLICATION

Students are encouraged to apply in the spring of their ninth or tenth grade year. Applications will be due in May and applicants will be notified of their status in June. New participants will be welcomed at an orientation meeting in June. Applicants who are not accepted in spring of ninth grade are welcome to reapply sophomore year. Active participation in the GCP Club will be considered as a factor in a student's application to the Certificate Program. If a student is not accepted to the Certificate Program, they are still welcome in the GCP Club.

Students who have been accepted to the GCP Certificate Program are responsible for the following:

- Mandatory attendance at each monthly GCP and all advisory meetings
- Participation in at least one Global Citizenship Club activity per month
- Mandatory attendance at the Global Symposium in May
- Regular communication with GCP advisors, executive board, and other GCP students
- Enroll in Google Classroom (join code:zg7b4no)
- Fulfill GCP Portfolio requirements
- Earn a B- or higher as a final grade (final average at the end of the course) in all global courses

## DUAL ENROLLMENT POLICY

Students at Hingham High School may be eligible to participate in the Commonwealth Dual Enrollment Program sponsored by the Massachusetts Department of Elementary and Secondary Education. Students who meet the requirements can take courses in any of the state's colleges and universities. Hingham High School's policy for participation in the Dual Enrollment Program is as follows:

1. Students must maintain at least a B average (3.0 state requirement on a 4.0 scale).
2. Students may take courses under the following conditions:
  - The college course must be an extension of courses offered at Hingham High School in a specific academic area that has been exhausted by the student at Hingham High.
  - The college course is not offered at Hingham High School.
  - The college course does not interfere with or take precedence over the student's high school academic program.
  - The student's family takes full responsibility for the student's transportation to and from the state college.
  - The student receives the recommendation of his/her/their high school counselor and principal for participation in the Dual Enrollment Program.
  - The student meets all of the deadlines for submitting registration materials to both the high school and college.
  - Upon review of the student's transcript and recommendations, the Department of Elementary and Secondary Education approves the student's participation in the Dual Enrollment Program.
3. Students who successfully complete a course at the college level will receive both high school and college credit. The course, the grade, and the institution where the course was taken will be recorded on the student's high school transcript.
4. Students may not take more than two courses per semester at any state college or university without prior approval.

**Harvard Extension School - Lowell Scholarships.** Hingham High School students may be eligible to participate in the Harvard Extension School's Lowell Scholarship Program. Lowell Scholarships enable middle- and high-school teachers and high-school students in Boston-area schools to take one Extension School course per term (fall and spring) at half the regular tuition rate (for undergraduate or graduate credit only). The number of scholarships is limited, so teachers and students should apply early in the registration period. Scholarships cannot be used for January session or summer courses. Information about courses, registration, payment, and academic policy are in the Harvard Extension Catalogue or at <http://www.extension.harvard.edu>. Scholarship funds are limited so early application is encouraged.

Hingham High School's policy for participation in the Harvard Extension School's Lowell Scholarship Program is as follows:

1. Students must be enrolled in the 11th or 12th grade.
2. Students must maintain at least a B average.
3. Students may take courses under the following conditions:
  - The college course must be an extension of courses offered at Hingham High in a specific academic area that has been exhausted by the student at HHS.
  - The college course is not offered at Hingham High School.
  - The college course does not interfere with or take precedence over the student's HHS academic program.
  - The student's family takes full responsibility for the student's transportation to and from the Harvard Extension School.
  - The parent or guardian submits a letter of approval to the high school counselor.
  - The student receives the recommendation of their high school counselor and principal for participation
  - The student meets all of the deadlines for submitting registration materials to both the high school and Harvard Extension School.
4. Students who successfully complete a course at the college level will receive both high school and college credit. The course, the grade, and the institution where the course was taken will be recorded on the student's high school transcript.
5. Students may not take more than two courses per semester at any state college or university without prior approval.

## **Other Courses**

For enrichment and/or remedial courses taken at the college level, the number of credits and the level of the course will be determined by the principal. Courses taken other than for the purposes of making up a failing grade will not be included in a student's GPA. All courses taken outside of Hingham High School including but not limited to summer school or on-line classes must be approved in advance by the principal. Under certain circumstances and with prior approval by the principal, credits toward graduation may be earned at other approved institutions. For a student who has failed a course, no more than fifteen credits may be earned from an approved summer school program during a student's high school career.

## **School Records**

The systems concerning attendance, report cards, and formal records areas are as follows:

**Attendance:** The schools keep a record of attendance for each course. Course credit is related to attendance. Excessive or unexcused absence (class cuts) can result in a reduction of the credit awarded for a given course.

**Performance Reports:** The secondary schools provide a formal report four times a year in the form of a report card. The purpose of this report is to provide a summary of assessments made by teachers so that the degree of progress may be judged. In addition, teachers, counselors, or administrators may provide additional information on performance through letters, progress report forms, individual progress reports, telephone calls, or parent conferences.

**Formal Records:** A temporary file is maintained on each student. This file is maintained by the School Counseling Department and may be reviewed by a student or parent upon request. This file contains all school information collected during earlier school years (report cards, transfer reports, test summaries). In addition, the administration maintains a permanent student record of courses taken, grades received, and credits earned.

# COURSE OFFERINGS

# BUSINESS

Students are encouraged to elect business courses that lead to twenty-first century skills and prepare them for an increasingly competitive global society. Over the past several years, there has been a gradual increase in student enrollment in these courses. This increase reflects the growing awareness that the skills and knowledge gained in business and computer classes assist students in obtaining employment and prepare students for academic coursework at the collegiate level. The business courses are strongly recommended for students who plan to major in a business program in college. All courses in this department address Student Learning Expectations 2, 3, 4, and 6.

## **623 DIGITAL LITERACY**

Grades 9-12 - 2.5 credits

This course examines the current programs and applications that are used in the world of business. Students will apply Microsoft Office and Google productivity applications to projects and assignments they will face in everyday life. This class progressively builds on previously established computer applications and concepts. Students will also learn about software and Web 2.0 tools that can be used for their academic coursework and in the workplace. Additionally, students will practice 21st century skills by collaborating with others to problem solve and develop proper communication and presentation techniques. Students will be introduced to the concept of digital citizenship and the importance of maintaining their online “self.” Students will be required to participate in daily class work assignments to demonstrate their understanding and application proficiency. This course is especially geared for freshmen and sophomores eager to learn about applying technology to academic, work, and personal life.

## **625 INTRODUCTION TO BUSINESS**

Grades 9-12 - 2.5 credits

This class is designed to introduce students to the world of business. A variety of learning activities and applications will be used to cover topics such as the role of business in our economy, the business cycle, entrepreneurship, business ownership, business management, leadership, marketing and advertising, financial management and accounting, personal finance, information technology, and career planning. Group work, discussions, journaling, projects, and online simulations will be used to authenticate the learning process. Interest in many areas can be explored further in additional business offerings. This course is especially geared toward freshmen and sophomores that have an interest in business.

## **641 FINANCIAL ACCOUNTING**

Grades 10-12 - 2.5 credits

In this course, students are introduced to the “language” of business. The course provides an understanding of the responsibilities that are required for entry-level accounting jobs. Students are introduced to basic accounting principles, examine the importance of ethics in business, and utilize accounting software and electronic spreadsheets for a hands-on approach to learning. This course is highly recommended for all students thinking about majoring in business administration or accounting.

## **645 PERSONAL FINANCE**

Grades 10-12 - 2.5 credits

This course examines the elements of living on your own in the “real world.” Students will be introduced to a variety of personal finance topics including career exploration,

budgeting, banking and investing, credit, and major expenditures. This course examines the many elements of managing money, living independently, and being a responsible consumer. In addition to independent and collaborative assignments, students will be required to participate in regular class discussions and will take part in real-world personal finance simulations.

## **646 A WALK DOWN WALL STREET: FUNDAMENTALS OF INVESTING**

Grades 10-12 - 2.5 credits

*Prerequisite – Personal Finance or departmental approval*

This course will introduce students to the world of wealth management. Students will take an in-depth look at financial securities such as stocks, bonds, mutual funds, real estate, and speculative investments. Students will learn about diversification and how to create a diversified portfolio using stock market simulators. The class will explore popular investment approaches and philosophies. After taking the course, students will understand the role of the stock market in everyday life, develop responsible strategies for managing current savings, and help make better future financial decisions.

## **653 MARKETING**

Grades 10-12 - 2.5 credits

Marketing is an essential function in all types of businesses and organizations. This course provides a comprehensive view of the marketing field. Topics covered include marketing in the 21st century, market segmentation, the marketing mix, and market research and analysis. Students will learn about the multiple aspects of marketing goods and services in the U.S. and global economies. Students will participate in a variety of collaborative activities and discussions. Students will authenticate the learning process with a project based learning experience in conjunction with the Hingham Downtown Association.

## **654 BUSINESS MANAGEMENT**

Grades 10-12 - 2.5 credits

This course examines entrepreneurship and the components of starting and operating a business. It also focuses on the role of the entrepreneur in our economy and our community. Students will be exposed to the major aspects of business management and entrepreneurship. It is designed to provide a solid foundation for students contemplating studying business in college. Topics include but are not limited to entrepreneurship, business communication, business ownership, business plans, financial reports (Income Statement, Profit-Loss Statement, Balance Sheet), economic concepts, marketing, human resource management, information technology, and ethics.

## 656 SPORTS & ENTERTAINMENT MARKETING

Grades 10-12 - 2.5 credits

*Prerequisite – Marketing or departmental approval*

This course is designed for students who want to pursue their interest in marketing and the sports and entertainment industry. This course emphasizes the fundamental marketing concepts and will include an introduction to the sports and entertainment industry. Some topics that will be covered in the course include marketing strategies, sponsorship, pricing, marketing research, endorsements, and promotions. By completing real-world tasks, students will gain a variety of 21st century skills, including critical thinking, communication, and problem solving. This course offers students an advantage if pursuing marketing or sports management degrees at the collegiate level. Guest speakers, case studies, journaling, field trips, videos, and computer-integrated simulations will be incorporated into the class.

## 681 COOPERATIVE WORK EXPERIENCE

Grade 11-12 - 10 or 15 credits

*Prerequisite - Program coordinator and counselor approval*

This program, designed for students who would like to work during junior/senior year, allows students to attend school in the morning and work in a related business in the afternoon/evening. Students must receive administrative and school counselor approval to enroll. Students must comply with all program guidelines and act in a responsible manner to succeed in this program. Contact your school counselor for more details on this program.



## ELECTIVE

### 052 INTRODUCTION to CRIMINAL JUSTICE

Grades 9-12 – 2.5 Credits

This course, taught by a Hingham Police Officer, will cover an overview of the criminal justice system. Starting with the police function, students will learn about criminal laws and procedures and how the police carry out their duties. Next, they will learn about the court system and the trial process. Following that, they will explore the correctional system, discussing the different theories of incarceration. The class will involve interactive activities including guest speakers and tours of the Hingham Police Department and Hingham District Court. This course also will serve as an avenue to explore possible career choices in the criminal justice field.



# ENGLISH

## GUIDING PRINCIPLES

The Hingham Public Schools offers a comprehensive and challenging course of study in the English/Language Arts to students in grades 6-12. Students gain competence and confidence as they progress through a vertically articulated program of skills in the areas of reading, writing, speaking/listening, and language. Aligned with the 2017 Massachusetts Curriculum Framework for English Language Arts and Literacy, our program will emphasize the following: formal structural principles of writing as they relate to the expository, persuasive, narrative, and descriptive essay; guided instruction for reading that emphasizes critical analysis and critical thinking skills; ongoing, integrated practice with standards related to speaking/listening and language. The department is committed to instructional practices that promote active learning through student-centered, differentiated lessons designed to appropriately challenge students and support their success. The many reading, writing, and speaking/listening opportunities provided to students each year are intended to help develop an understanding of themselves, an appreciation of the world around them, a dedication to lifelong learning, and confidence in their own voice and communication skills.

## MIDDLE SCHOOL

### GRADE 6

Grade 6 English Language Arts (ELA) is designed to help students develop proficiency in the areas of reading, writing, language, and speaking/listening skills as specified by the 2017 Massachusetts Curriculum English Language Arts and Literacy Framework. Students develop their abilities in the areas of fluency, vocabulary, and comprehension through exposure to a variety of genres including fiction, non-fiction, poetry, essay, personal narrative, and memoir. A variety of age-appropriate novels and plays are supplemented by selections from the McDougal Littell *Language of Literature* anthology. Formal grammar instruction is presented through the McDougal Littell *Language Network* text as well as other resources. Writing instruction focuses on enhancing students' skills related to the structure and development of expository, persuasive, descriptive, narrative, and research writing.

Most grade 6 students will also participate in a STEM/Literacy Lab class that meets twice during each four-day cycle for the full year. This interdisciplinary class provides students with supplementary instruction in reading comprehension, analysis, and writing within the context of STEM projects and lessons. Literacy Lab also incorporates an emphasis on building high-frequency, content-specific vocabulary using Greek and Latin roots.

### GRADE 7

**Level 2 (Advanced) 102M**

**Level 3 (Upper Standard) 103M**

**Level 4 (Standard) 104M**

At all levels, seventh grade English involves direct instruction and practice in comprehension, close-reading techniques, critical thinking skills, and effective writing strategies. Students learn grammar, punctuation, spelling, and usage skills in practical, authentic contexts. They study sentence, paragraph, and essay construction and acquire editing/revising skills during the writing process. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format. Texts for this course include selections from the following: *Fever 1793*, Anderson; *Tangerine*, Bloor; *Walk Two Moons*, Creech; *Great Expectations*, Dickens; *The Miracle Worker*, Gibson; *On Two Feet and Wings*, Kazerooni; *A Midsummer Night's Dream*, Shakespeare; *The Adventures of Tom Sawyer*, Twain; *Language of Literature*, (McDougal Littell); *Language Network* (McDougal Littell); *Vocabulary from Classical Roots*, Fifer/Flowers; selected novels for small group independent reading; and selected short stories, myths, plays, and poems. Levels may be combined with differentiated assignments and assessments.

## **GRADE 8**

**Level 2 (Advanced) 112M**

**Level 3 (Upper Standard) 113M**

**Level 4 (Standard) 114M**

At all levels, eighth grade English involves direct instruction and practice in comprehension, close-reading techniques, critical thinking skills, and effective writing strategies. Students learn grammar, punctuation, spelling, and usage skills in practical, authentic contexts. They expand their skills in sentence, paragraph, and essay construction and refine their editing/revising skills during the writing process. Students' knowledge of word meanings is broadened extensively through their study of literature, and they practice patterns for vocabulary that they will encounter later on state assessment and College Board exams. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing. Each term at least one test on required reading will include writing in the short answer, open response, or long composition format. Texts for this course include selections from the following: *Chains*, Anderson; *Code Talker*, Bruchac; *The Diary of A Young Girl*, Frank; *A Separate Peace*, Knowles; *Stonewall's Gold*, Mrazek; *Of Mice and Men*, Steinbeck; *A Tree Grows in Brooklyn*, Smith; *Roll of Thunder, Hear My Cry*, Taylor; *Language of Literature*, (McDougal Littell); *Language Network* (McDougal Littell); *Vocabulary from Classical Roots*, Fifer/Flowers; selected novels for small group independent reading; and short stories, plays, and poems. Levels may be combined with differentiated assignments and assessments.

## **HIGH SCHOOL**

\*All HHS students must successfully complete their appropriate grade-level English course before moving on to the subsequent grade level's offering. Any student who fails an HHS English course must complete an approved summer school program or online course offering prior to the start of the following school year. Any student who does not fulfill this requirement on time must repeat the HHS English course during the following school year. Please note that students are not allowed to enroll in two concurrent English classes.

## **GRADES 9-12**

### **AP (Advanced Placement – Level 1)**

The English department offers two AP level courses: AP English Language & Composition (available only to juniors) and AP English Literature & Composition (available only to seniors). The requirements and curriculum at the AP level are determined by the College Board. Courses are designed for students who are self-directed learners with particular strengths in English. The expectations for these courses more closely align with those of an introductory college course, requiring a greater out-of-school time commitment due to accelerated pacing, intensive evaluations, and independent long-term work. Students in these courses seek the greater challenge of deeper rhetorical and literary analysis due to their inherent interest in English language and literature and a desire to improve writing beyond the expectations of a traditional high school course. Grammar and vocabulary study are within the scope of the courses, but students are expected to have reasonable proficiency in these areas. Students will compose four or more writing assignments per term.

### **Honors English (Level 2)**

Students in Honors English courses demonstrate that they are capable of challenges beyond those of the state standards targeted in College Preparatory English courses. Honors courses have accelerated pacing due to more independent reading and writing, as students have well developed analytical reading and writing abilities upon entering the course. This pacing allows for exposure to additional supplementary readings and experimentation with more types of writing. Class time is used for deeper analysis and synthesis, with instruction targeted at further refining students' analytical abilities and broadening the scope of the connections among texts and ideas. Honors courses emphasize honing English competencies. Time is spent mastering and expanding advanced grammatical skills and critical reading skills. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing.

### **College Preparatory English (Level 3)**

College Preparatory English courses are designed to meet the challenges set forth by the state standards with the specific goal of preparation for post-secondary education. College preparatory courses have deliberate pacing, with more scaffolding and supports designed to assist students in developing their analytical reading and writing competencies. In addition to explicit focus on the ELA standards, College Preparatory courses emphasize organization, process, and study skills. Students in College Preparatory courses are provided opportunities to participate in a variety of learning activities, projects and research-based assignments designed to develop skills in the areas of reading comprehension, writing, grammar/language, critical thinking, and speaking/listening. These courses are designed to assist students in achieving higher levels of independence as they work toward mastery of the learning standards. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, timed in-class writing, and creative/original writing.

### **Standard English (Level 4)**

Standard English courses are designed to meet the needs of students who would benefit from support and structure in meeting the challenges set forth by the state standards. Standard courses have deliberate pacing, with significant scaffolding and supports designed to assist students in improving their reading comprehension and developing their analytical reading and writing competencies. The primary aim of Standard courses will be to bolster and expand the reading, writing, and critical thinking skills of the students through direct instruction in literacy skills tailored to individual needs. Special attention will be given to skills and strategies needed for the Next Generation MCAS exam. Students are recommended for this class based on standardized test results, teacher recommendations, and academic performance. Assignments will include expository/persuasive (thesis) essays in response to literature, research-based essays, persuasive speeches/essays, narrative essays, and creative/original writing.

## **GRADE 9**

### **HUMANITIES**

**Level 2 (Honors) 122**

**Level 3 (College Preparatory) 123**

**Level 4 (Standard) 126**

5 Credits

This course introduces students to major works of literature that have shaped or reflect significant themes in world civilization. Through the study of this literature students will refine skills of reading accuracy, critical thinking, analysis and interpretation, writing, speaking and listening. Students in this course also participate in a variety of projects and research-based activities. Essential questions for this course include: What characterizes a hero? What is the nature of the journey and how is it transformative? How do stories reflect a society's culture, its morals, the nature of conflict, and the forces of good and evil? How can learning about cultural and historical experiences inform our understanding of heroism? What are some universal truths of the human experience? What makes the individual humane? Texts for this course include selections from the following: *A Tale of Two Cities*, Dickens; *Lord of the Flies*, Golding; *The Odyssey*, Homer; *To Kill a Mockingbird*, Lee; *Mythology and You*, Rosenberg and Baker; *Romeo and Juliet*, Shakespeare; *Holt Handbook*, Third Course, Holt, Rinehart, and Winston; *Vocabulary from Classical Roots*, Fifer/Flowers; *The Language of Literature* (McDougal Littell), and other resources.

## **GRADE 10**

### **WORLD LITERATURE**

**Level 2 (Honors) 142**

**Level 3 (College Preparatory) 143**

**Level 4 (Standard) 146**

5 Credits

This course explores major works of literature and emerging voices from world cultures, including but not limited to England, Eastern and Western Europe, Asia, Africa, and Latin America. These texts encourage students to reflect on and discuss race, class, and gender, topics that are in the news, on social media, and in our everyday conversations. In addition, students consider society's structures - government, religion, technology, education, family, and traditions - and how they shape and reflect the values of all cultures. Through diverse global literature and authentic voices, students reflect on the past, discuss the present, and imagine the future. Students engage in frequent critical reading, produce analytical and creative writing assignments, and participate in both teacher and student-led discussions. This course is designed to help students improve reading accuracy, comprehension, interpretive ability, and writing ability. Grammar, usage, and vocabulary are integrated into all units of instruction. Essential questions for this course include: What is culture, and how are we able to understand and analyze it through its various byproducts such as literature, film, and art? How does our cultural worldview influence and inform our perception of people from other cultures? How do important historical or

political shifts affect the lives of the people in a culture or society? Which aspects of culture are universal throughout all societies? How can we identify if the text or materials represent bias, stereotypes, or inaccurate information about a culture? Texts for this course include selections from the following: *Things Fall Apart*, Achebe; *To Live*, Yu; *A Doll's House*, Ibsen; *Pomegranate Soup*, Mehran; *1984* and *Animal Farm*, Orwell; *Persepolis*, Satrapi; *Macbeth* or *Merchant of Venice*, Shakespeare; *Balzac and the Little Chinese Seamstress*, Dai; *Maus I & II*, Spiegelman; *Night*, Wiesel; *The Language of Literature* (McDougal Littell); *Holt Handbook, Fourth Course*, Holt, Rinehart, and Winston; and other resources.

## GRADE 11

### ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

#### **Level 1 (Advanced Placement) 151**

5 Credits

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. (adapted from The College Board Course Description © 2020)

Texts for this course include selections from the following: *Between the World and Me*, Coates; *Narrative of the Life of Frederick Douglass, An American Slave*, Douglass; *The Great Gatsby*, Fitzgerald; *Herland*, Gilman; *The Book of Unknown Americans*, Henriquez; *The Woman Warrior*, Kingston; *The Grapes of Wrath*, Steinbeck; *Everything's An Argument*, Sixth Edition; *50 Essays: A Portable Anthology*, Third Edition; *Language of Composition*, Fifth Edition. Students write in informal and formal contexts. Students will be engaged in frequent class discussions, critical reading practice, imitation exercises, journal keeping, in-class responses, timed writing exercises, and formal instruction in expository and persuasive writing. In-class writing falls into the three major categories: expository rhetorical analysis, persuasive argument, and synthesis writing. Students will become acquainted with a wide variety of prose styles and gain understanding of the connections between writing and interpretive skill in reading.

### AMERICAN LITERATURE

#### **Level 2 (Honors) 152**

#### **Level 3 (College Preparatory) 153**

#### **Level 4 (Standard) 154**

5 Credits

This course offers a thematic approach to the study of American literature with the goal of understanding the development of American identity, values, and culture. Students analyze and interpret works from various literary movements, from Puritanism through Postmodernism. An examination of selected texts and related artistic expressions from representative time periods and regions of our country enables students to trace the story of America-- where it has been, where it is now, and where it will be in the future. Essential questions for this course include: What is the nature of the American story - its past, present, and future? How does a work of literature give insight into American values in terms of the following ideas: the desire for freedom; the search for identity; and the conflict between the individual and society? How do these American values change for different people in different time periods and regions? What is the American Dream? Texts for this course include selections from the following: *The House on Mango Street*, Cisneros; *Narrative of the Life of Frederick Douglass, an American Slave*, Douglass; *The Great Gatsby*, Fitzgerald; *A Raisin in the Sun*, Hansberry; *The Scarlet Letter*, Hawthorne; *The Crucible*, Miller; *The Catcher in the Rye*, Salinger; *The Color Purple*, Walker; *Ethan Frome*, Wharton; *American Literature & Rhetoric*, (BFW Publishers); and other resources.

# GRADE 12

## ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

### **Level 1 (Advanced Placement) 161**

5 Credits

This college level course is designed for students who are committed to the rigorous study of literature. Students analyze, interpret, evaluate and write about literature--fiction, poetry, drama--from various time periods, genres, and cultural contexts. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, tone, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students will also engage in frequent class discussions, critical reading practice, imitation exercises, journal keeping, in-class responses, timed writing, and creative writing exercises. The course also introduces and employs various literary theory lenses to enhance students' critical reading and writing skills. The mid-year exam is a three-hour simulation of the AP Exam. (adapted from The College Board Course Description © 2020)

Titles may include *Introduction to Literature*, (Bedford); *Waiting for Godot*, Beckett; *The Awakening*, Chopin; *Heart of Darkness*, Conrad; *Homegoing*, Gyasi; *Their Eyes Were Watching God*, Hurston; *M. Butterfly*, Hwang; *A Prayer for Owen Meany*, Irving; *Dubliners*, Joyce; *Death of a Salesman*, Miller; *The Road*, McCarthy; *Citizen*, Rankine; *God of Small Things*, Roy; *Hamlet*, Shakespeare; *Twelfth Night*, Shakespeare; *Frankenstein*, Shelley; *Arcadia*, Stoppard; *Mrs. Dalloway*, Woolf; *Native Son*, Wright; *Counting Descent*, Smith; and *Rose*, Young-Li; and selected poems.

## **SENIOR SEMINARS**

Seniors in levels 2, 3, and 4 will meet their senior English requirement by selecting two semester-long courses. These multi-leveled courses are designed as discussion-based investigations into specific topics and are intended to resemble more closely post-secondary educational experiences. All courses will require four writing assignments per term for terms 1, 2, and 3. Three writing assignments will be required for term 4. Reading requirements for individual courses may be found in the course descriptions below. All seniors participate in an in-class writing workshop to draft their college application essays or related personal statements for employment purposes. This writing workshop is an academic requirement at all levels in the Grade 12 curriculum and is scheduled during Term I.

### DETECTIVES IN LITERATURE

#### **Level 2 (Honors) 196**

#### **Level 3 (College Preparatory) 197**

#### **Level 4 (Standard) 198**

2.5 Credits

Detective fiction has become one of the most popular genres of fiction today. With Edgar Allan Poe as its founding father, this literary genre originated in America in the early nineteenth century. This course examines detective narratives in various mystery subgenres, attempts to trace the genre over the past 150+ years, and determine what detective fiction reveals about the time period in which it was written. Students will read both classic and contemporary authors to understand how the history and evolution of detective fiction defines that genre. Essential questions for this course include: How does detective fiction reflect the values, concerns, and tensions of the writer's society? How do authors use the genre of detective fiction to address issues of human nature and human interaction? How do societies' notions of a hero change over time? Texts for this course include selections from the following: "Murders in the Rue Morgue", Poe; *The Hound of the Baskervilles*, Doyle; *And Then There Were None*, Christie; "Red Wind", Hammett; *The Maltese Falcon*, Dashiell Hammett; *The Big Sleep*, Chandler; *A Drink Before the War*, Lehane; *Last Seen Wearing*; Dexter; *Angels and Demons*, Brown; and other selections.

### FILM AND MEDIA LITERACY:

#### **Reading and Writing About Cinema**

#### **Level 2 (Honors) 165**

#### **Level 3 (College Preparatory) 166**

#### **Level 4 (Standard) 167**

2.5 Credits

This course provides a broad overview of analytical and critical approaches to studying film. Genres studied are selected from gangster, war, documentary, coming of age, and suspense. The course culminates with a thematic study of films addressing the topics of alienation and disillusionment. The recurring focal point for the course is the relationship between Hollywood cinema and American culture. Students also gain an understanding of film style as it appears in the works of major American filmmakers. Students complete readings as well as critical and creative writing, a research project, and student-directed films. Essential questions for this course include the following: How do films capture and express the values and ideas of American culture? How does film increase awareness of the changing shape of cultural ideals and values? How do literary, dramatic and cinematic levels aid in the analysis of film? How do the three levels of film interact and create an overall sense of meaning and mood? Texts for this course include selections from the following: *Looking at Movies: An Introduction to Film*, Barsam and Monahan; *Jaws* (BFI Modern Classics); *Silence of the Lambs* (BFI Modern Classics); *The Godfather* (BFI Modern Classics); and other selected essays, articles, and criticisms.

## **GLOBAL ISSUES IN LITERATURE**

**Level 2 (Honors) 193**

**Level 3 (College Preparatory) 194**

**Level 4 (Standard) 195**

2.5 Credits

Each year the world becomes more interconnected through technology, economics, politics, and travel, but how well do we really know and understand each other? How equipped are we to communicate, empathize, and build relationships with global communities, governments, and businesses? This course will address these questions and explore important contemporary global issues including migration, gender equity, commerce, income inequality, education, and opportunity. The course will use late-20<sup>th</sup> and 21<sup>st</sup> century texts to increase students' abilities to comprehend and think critically about complex relationships across diverse cultures and ideologies. Essential questions for this course include: What is globalization and what are its positive and negative attributes? How does living in a globalized world affect people's values, ideals, priorities, and perceptions of others? How can the study of literature help people identify and address conflicts & questions that arise in a globalized world? How can the study of literature increase communication, productivity, understanding, and empathy among diverse groups of people? How do we respond to "The Other" and how does literature increase our understanding of and empathy for those who are different from us? Texts for this course include selections from the following: Adiga, *White Tiger*; Boyle, *Tortilla Curtain*; Cleave, *Little Bee*; Geda, *In the Sea There are Crocodiles*; Hamid, *The Reluctant Fundamentalist*; Kincade, *A Small Place*; Kristoff & WuDunn, *Half the Sky*; Lalami, *Hope and Other Dangerous Pursuits*; Nguyen, *The Refugees*; St. John, *Outcasts United*; and selected short stories, poems, and periodicals & articles. (Note: This course will fulfill one course requirement for the GCP Certificate Program.)

## **SATIRE, HUMOR, & IRONY**

**Level 2 (Honors) 171**

**Level 3 (College Preparatory) 172**

**Level 4 (Standard) 173**

2.5 Credits

Satire is a literary genre that uses irony, humor, and other techniques to create social or political criticism. While the tradition of satire dates back for as long as things have been funny, modern pop culture is also filled with satirical references and influences. This course looks at both the classic origins of satire and the modern manifestations of satirical traditions. Starting with the influences of Classical comedy as interpreted by writers such as Shakespeare and Jane Austen, the course moves forward through time to investigate how these same comedic techniques inform the work of modern authors such as Kurt Vonnegut and Douglas Adams as well as how early texts and techniques are infused into modern film and television. Essential questions for this course include: What is satire? How does satire develop its criticism of specific cultural norms? Should there be limits to satire? Who is more responsible in deciphering a work's meaning: the artist or the audience? How effective is satire at changing its targets? Does it help to reform social ills or can it perpetuate the flaws it targets? Texts for this course include selections

from the following: Austen, *Emma*; Austen, *Pride and Prejudice*; Brooks, *Blazing Saddles*; Rosen, ed. *May Contain Nuts*; Shakespeare, *12th Night*; Shakespeare, *Midsummer's Night Dream*; Vonnegut, *Slaughterhouse Five*; Wilde, *The Importance of Being Earnest*; Weir, *The Truman Show*; and selected short stories by Bartheleme, Vonnegut, Jackson, Saunders, Borges, Wallace, O'Connor, Stafford, and Salinger.

## **READING TO WRITE:**

**An Analysis of Genre & Style**

**Level 2 (Honors) 168**

**Level 3 (College Preparatory) 169**

**Level 4 (Standard) 170**

2.5 Credits

Have you ever laughed out loud while reading a book? Have you ever gotten lost in a fictional world? Have you ever found yourself in someone who only exists on the page? American author George Saunders says that "in [those moments] of reading, the writer comes up to the surface and the reader comes up to the surface and they kiss, like two fish." This course will explore what literature is, what role it plays in our lives, and what it means to get fish to kiss. Using texts from a variety of movements and genres, students will learn how to read like a writer and how to write like the writers they read. Throughout the course, students will develop both their critical and creative writing skills as they analyze and emulate the literary techniques and styles of a range of authors. Essential questions for this course include: What is literature? What are the different ways we find meaning in literature? What are the ethics of reading and writing? How does a text become a "classic"? How should we use literature in our own lives? Texts for this course include selections from the following: Rowling; *Harry Potter and the Sorcerer's Stone*; Hurston, *Their Eyes Were Watching God*; Tan, *The Arrival*; nonfiction selections from Roland Barthes, Zadie Smith, Terry Eagleton, Jane Alison and Yuval Noah Harari; and other selected short stories, poems and films.

## **DISABILITY VOICES IN LIFE & LITERATURE:**

**Reading & Writing For Justice**

**Level 2 (Honors) 185**

**Level 3 (College Preparatory) 186**

**Level 4 (Standard) 187**

2.5 Credits

The goal of this course is to explore multiple media representations of the lived experiences of individuals with disabilities, as well as understand how disability issues are presented to the public. Students will study examples of disabling people through lack of access, media caricaturing and other barriers preventing citizens with disabilities from participating in all aspects of life. Students will also research varied origins of discrimination and focus on the necessary steps to remedy disparities in education, healthcare, the workforce, and broader community life. An integral part of this coursework will come from reading many perspectives, including viewpoints often underrepresented or actively silenced, as well as voices joyfully celebrating the works of artists that reflect a resistance to ableism. Students can approach the subject matter of this course with compassion, curiosity and a willingness to examine disability and diversity issues through a social justice lens. Most importantly, this

course aids in personal growth, preparation for life outside of high school—a life that includes the rich experiences and contributions of citizens with disabilities. Essential questions for this course include: What is ableism and what are the systems upholding it? How does disability intersect with environmentalism, public health, and state violence? What is disability solidarity and how can it be employed as an aspect of social justice? Students will primarily read contemporary authors such as Alice Wong, David Sedaris, Judy Huemann, Maysoon Zayid, Harriet McBryde Johnson, Nancy Mairs, and Rebekah Taussig.

## ENGLISH ELECTIVES

The following English courses are open to all interested students. These courses may not be taken in place of the required four English courses, only in addition to those courses.

### **183 CREATIVE WRITING**

Semester course – 2.5 credits

Students will develop their writing skills in personal essays, short stories, and poetry. Conducted in a workshop setting, the course will incorporate short exercises and activities, including journals, designed to enhance creativity. Students will learn to critique their own writing and that of their peers and to revise drafts of their own work. They will also create a final portfolio demonstrating their growth and performance as writers. This course may be repeated for full credit with the instructor's approval.

### **184 JOURNALISM**

Semester course – 2.5 credits

This will be a hands-on course that teaches through practice the theories and techniques of news reporting. Focus will be the editor's and reporter's roles, headline writing, and basic language and research skills for the newspaper format. Activities will include editing and production, design and layout, photography, and publishing. Students will publish work in the Harborlight and/or will have the option to build and develop their own media websites. This course may be repeated for full credit with the instructor's approval.

## READING

### **115AM READING LAB 6**

Grade 6 - 2 periods

### **180M READING LAB 7**

Grade 7 - 2 periods

### **181M READING LAB 8**

Grade 8 - 2 periods

Students enrolled in the middle school reading lab classes will receive direct instruction in skills and strategies applicable to all of their academic subjects. Topics will include specific reading comprehension strategies, vocabulary expansion, and strategies for test-taking. Participation in these courses is determined by the following factors: reading and language scores on various standardized tests, students' academic performance, and teacher recommendations.

### **182 SECONDARY LITERACY STRATEGIES I**

Grade 9 – 2.5 credits

This first-semester course focuses on the development of active reading strategies for narrative and informational text and those strategies that will assist students in meeting the academic requirements of grade nine. Students learn to apply these strategies directly to their content area materials in order to identify and comprehend explicit and implicit information. Other related skills covered during the semester will include the following: improving reading rates, identifying personal learning styles, and developing study skills. Executive functioning skills such as the planning and organization of short-term and long-term assignments will be taught in relation to content area classes. Students are considered for this class based on middle school standardized test scores and/or teacher recommendations.

### **132 SECONDARY LITERACY STRATEGIES II**

Grade 10 – 2.5 credits

This second-semester course continues to focus on the skills taught in Secondary Literacy Strategies and will assist students in meeting the academic requirements of grade 10. Both informational and narrative comprehension strategies are reviewed and expanded upon as students learn to apply them directly to their content area materials, projects, and texts. Instruction continues in skills related to reading rates, learning style, study skills, and vocabulary. Executive functioning skills such as the planning and organization of short-term and long-term assignments are reviewed. Special emphasis will be placed on the skills necessary to meet the reading and writing requirements of the Next Generation MCAS with the goal of improving from previous test scores. Students are considered for this class based on previous standardized test scores and/or teacher recommendations.

## FAMILY & CONSUMER SCIENCES

All courses in Family & Consumer Sciences emphasize the fundamentals of green living and being a good consumer. Through a broad range of experiences, the department enables students to develop the attitudes, knowledge, and skills needed for responsible and effective management of their lives. Learning these skills empowers students to address change and cope with the challenges of balancing work, family, commitment to community and self. They also gain practical assistance in making appropriate lifestyle choices. Education in this discipline teaches knowledge and life management skills relating to human growth and development; personal and family relationships; food science and nutrition; personal and family health and safety; management of time, money and green energy; textiles and technology; career exploration; consumer awareness and education. All courses in this department address Student Learning Expectations 1-7 with an emphasis on #3) Communicates effectively and # 4) Identify, analyze and solve problems.

### 800M FAMILY & CONSUMER SCIENCES EXPLORATORY PROGRAM

Grade 6 students will participate in introductory programs related to Family and Consumer Sciences (formerly Home Economics). This course is the students' first exposure to this program and the beginning course from which all others are derived. Each class will meet once per cycle for one term.

### 801M FAMILY & CONSUMER SCIENCES 7

Grades 7 - 2 periods

This is an elective in which grade 7 students will increase their knowledge of Family and Consumer Sciences. Technology, team-work, and critical thinking are important parts of this course, which utilizes an interdisciplinary approach. Family & Consumer Sciences 7 includes the following areas:

- 1) Nutrition - Students will learn the importance of good nutrition and personal health by studying the food groups and food labels.
- 2) Kitchen Management Skills - Students will learn to work safely and efficiently in a kitchen setting while preparing a variety of breakfast foods.
- 3) Meal Planning - Students will plan, organize, prepare and present a well-balanced breakfast meal for their group.
- 4) Textiles and Technology - Students will learn to construct basic sewing projects by utilizing the techniques of both hand and machine sewing.

### 802M FAMILY & CONSUMER SCIENCES 8

Grade 8 - 2 periods

Family & Consumer Sciences 8 is a reinforcement of techniques and principles learned in Family & Consumer Sciences 7. Cooperative learning and critical thinking are important factors in this interdisciplinary approach to the following areas:

- 1) Nutrition – The importance of nutrients and healthy eating guidelines are reinforced as students learn to make informed choices regarding their personal health.
- 2) Food Preparation – Students will learn basic food skills by preparing a variety of luncheon and simple dinner foods, including soups, salads, sandwiches, main dishes and desserts.
- 3) Textiles and Technology – Students will increase their knowledge of textiles and construction technology through practical application of a sewing project.
- 4) Child Care and Development – Students will be introduced to the basics of child care and child development. Babysitting responsibilities and rights will be emphasized.





## HIGH SCHOOL

All courses fulfill Hingham High School's Fine and Applied Arts graduation requirements.

### **821 FOODS AND NUTRITION I**

Grade 9-12 - 2.5 credits

This course introduces students to the basic food elements and their relationship to optimal health and fitness. Through cooperative learning and an interdisciplinary approach, students learn basic skills related to food preparation. Students prepare foods selected from the concepts covered: the food groups and nutrition resources, a healthy diet, fast and healthy mini-meals, quick and yeast breads, cooking with eggs, and special occasion foods. Food science and technology, labeling, measuring techniques, time management, consumerism, food safety, and available career opportunities will be stressed. It is a primary aim of this department to provide students with opportunities to process new information, practice appropriate skills, and learn to make healthy dietary choices for lifelong wellness.

### **822 FOODS AND NUTRITION II**

Grades 10-12 - 2.5 credits *Prerequisite: Foods and Nutrition I*

This course builds on students' prior food knowledge, skills and experience, and offers ample opportunities to gain additional knife skills in preparing and serving food. Students prepare health conscious foods in an active learning environment where emphasis is placed on critical thinking and problem solving skills. Specific areas of study include meat and poultry, pasta, rice, fruits, vegetables, eggs, pastries, ethnic and special occasion foods. Students will learn to identify, use, and evaluate health information and resources that are current and applicable in their lives. They will become educated consumers and practice making informed and responsible judgments regarding personal health and fitness.

### **815 GLOBAL FOODS**

Grades 10-12 - 2.5 credits *Prerequisite: Foods and Nutrition I*

Global Foods is a semester course designed for the experienced student who has considerable background in foods work in the classroom or food-related business. This laboratory class will take acquired culinary skills to the next level and will introduce students to the link between food and culture. Global Foods is a forum for students to bring individually acquired knowledge and skills to class. This is active learning, student-centered and student-driven. Students learn about cultural influences, geography, and historical events and their influence on food choices and food preparation techniques. Exposing students to regional and ethnic cuisines will prepare students as we become a more global society.

### **830 EXPLORING FASHION I**

Grades 9-12 - 2.5 credits

This course introduces students to the world of fashion and explores current clothing styles. Students also analyze fashion trends, elements of design, wardrobe planning, and clothing care. Students will receive a hands-on approach to practical sewing basics by constructing a simple garment. Additional projects will require students to bring in appropriate supplies.

This class is designed for all students who have an interest in fashion or careers in the fashion world.

### **832 EXPLORING FASHION II**

Grades 10-12 - 2.5 credits *Prerequisite: Exploring Fashion I*

This course is an extension of Exploring Fashion I. Students will continue to cultivate their creative skills and knowledge by working on independent projects. They will explore merchandising and other fields of personal interest in the fashion industry.

### **831 INTERIOR DECORATING AND DESIGN**

Grades 9-12 - 2.5 credits

This course introduces students to the elements and principles involved in creating an appealing and functional interior environment (home). The curriculum provides technical knowledge, history, theory, and the opportunity to develop design techniques. Theoretical and practical projects are assigned to assist students in expressing their unique style and ideas through drawing, model making and computer aided design. Student ideas are strengthened through study of color, historic architecture styles, current trends, and creative problem solving projects.

### **844 CHILD DEVELOPMENT I**

Grades 10-12 - 2.5 credits

Physical, social, emotional, and intellectual development of the child from conception to age 4 is the course content. Emphasis is placed on working with children to promote each type of development with consideration given to safety, selection and preparation of learning materials. Students are taught how to write, execute, and self-assess lesson plans. HHS students have authentic hands-on experience working with children in a twelve-week preschool. The course culminates with a preschool graduation; then students reflect on their personal values and goals as related to parenthood.

### **845 CHILD DEVELOPMENT II**

Grade 11-12 - 2.5 credits

*Prerequisite: Child Development I*

This is an advanced course for students interested in a career involving children. Emphasis is placed on the development and understanding of varied techniques of early childhood education with a focus on intellectual and social growth. An independent field trip to a local preschool is required. Students will plan and execute activities and projects to be used in their preschool experience. Additional study topics include children with special needs, adoption, and child abuse.

# FINE & PERFORMING ARTS

## Art, Music, Drama

The teachers of Fine Arts in Hingham hold that

- An art experience is a highly personal and unique interaction involving the student and the art object
- Direct experience involving the use of media is essential for any complete understanding of art
- While standards of art performance are desirable, they are relative to the individual student's capacity to perform
- Students contemplating extended involvement in art and/or pursuit of a career in art should begin art electives as early as possible.

All courses in this department address Student Learning Expectations 3, 4, and 6.

HHS also offers Photography and Graphic Design courses for those interested through our [Technology Engineering Department](#)

## ART

### **906M ART 6** - Grade 6

This course is designed to build upon artistic knowledge acquired in the elementary years and prepares students to enter into a more intense middle school art program. The course is a semester course where students will be exposed to a variety of media and materials and will be required to make artistic choices that will inform their artwork. Developmentally appropriate projects are designed to further artistic skill and knowledge while allowing for a high level of success for all students, building confidence and self-awareness. Connections will be made to art history and other academic subjects as students explore slightly more mature concepts and themes. Students are held to a high level of craftsmanship that will prepare them to move into seventh and eighth grade art.

### **900M ART 7** - Grade 7 - 2 periods

This course is designed to continue interest and develop new awareness in art from the sixth grade level. Introductory Art introduces and develops skills in perspective, design, and composition. Experimentation with media and techniques are achieved through drawing, painting, graphics, and crafts. Art history is also discussed in conjunction with specific units. (May be combined with course 901M as necessitated by enrollment count)

### **901M ART 8** - Grade 8 - 2 periods

This course is an exploratory course designed to introduce students to a variety of art experiences while further developing skills and theories taught in Introductory Art. Students will be introduced to new materials and given opportunities to pursue their own interest in the production of two- and three-dimensional art. (May be combined with course 900M as necessitated by enrollment count)

### **910 DRAWING & PAINTING I**

*(formerly Intro to Drawing & Painting)*

Grades 9-12 - 2.5 credits

This course introduces students to the fundamentals of the two dimensional visual arts in a studio environment. Basic skills of perspective, basic shapes, and design are explored using a variety of media including pencil, colored pencil, and tempera paint. Basic print making techniques will be explored.

### **920 DRAWING & PAINTING II**

*(formerly Drawing & Painting I)*

Grades 10-12 - 2.5 credits

*Prerequisite: Intro to Drawing*

This course develops technical skills while encouraging creative solutions to design problems. Properties of light and their relative values, color, and application are emphasized. Materials used include pen and ink, charcoal, pastels, tempera, and acrylic paints.

### **921 DRAWING & PAINTING III**

*(formerly Drawing & Painting II)*

Grades 11 & 12 - 2.5 credits

*Prerequisite: B+ or better in Drawing & Painting I; recommendation or permission of the instructor*

This course is a continuation of Drawing & Painting I with emphasis on lineal depth, composition, and individual design. Colored pencils, pastels, and acrylic paints are used in the production of original art. Students are introduced to new techniques while incorporating concepts taught in Drawing & Painting I.

### **930 CERAMICS & SCULPTURE I**

Grades 9 - 12 - 2.5 credits

Ceramics & Sculpture I explores three-dimensional form in the three basic hand-building techniques of coil, slab, and sculpture as well as proper firing and glazing techniques. Emphasis is placed on design, construction, and the craftsmanship of each project while developing appropriate Studio Habits of Mind.

### **931 CERAMICS & SCULPTURE II**

Grades 9 - 12 - 2.5 credits

*Prerequisite: Ceramics & Sculpture I or Wheel Throwing*

Building on the skills and techniques covered in Ceramics I, this course will provide students the opportunity to develop a personal artistic voice. More time will be devoted to analyzing and discussing famous artwork as well as critiquing peers' artwork. Students can elect to take this course multiple times for credit with instructor's permission.

### **932 WHEEL THROWING**

Grades 9- 12 - 2.5 credits

This course will introduce students to the potter's wheel and how a functioning studio operates. Emphasis is placed on many hours of practice of specific hand positions and tools to help develop muscle memory. We will examine and discuss multiple examples of contemporary potters and artists to help students understand and develop a personal style.

### **935 ADVANCED WHEEL THROWING**

Grades 9-12 - 2.5 credits

*Prerequisite: Wheel Throwing*

Students build upon the endless hours of practice in the beginner class to learn more advanced techniques including teapot construction, double walled vessels, platters, and jugs. Emphasis is placed on throwing bigger while developing a personal artistic voice. Independent research of contemporary artists is required for each project. Students can elect to take this course multiple times for credit with instructor's permission.

### **933 PORTFOLIO PREPARATION**

Grade 12 - 5 credits

*Prerequisite: B+ or better in three art courses including Drawing and Painting I and II; recommendation or permission of the instructor*

This course provides an opportunity for seniors wishing to enter an art school or college art program to finalize their portfolios. Specific assignments are given in conjunction with individualized help and consultation.

### **937 AP STUDIO ART: 3-D DESIGN**

Level 1 - 5 credits

*Prerequisite: any two ceramics classes and recommendation or permission of the instructor*

Students will continue to pursue the investigation of the three-dimensional form in wheel throwing and hand-building with clay but also expand their vocabulary by using alternative materials. AP 3D Studio Art is not based on a written exam; instead, students must submit portfolios for evaluation at the end of the school year consisting of three sections: breadth, concentration, and quality. In the breadth, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth, space, volume, and surface. In the concentration, students must explore a concept through a series of pieces that demonstrate a strong artistic voice. This is a rigorous course that involves written formal critiques of famous artwork as well as intensive verbal critiques with other art disciplines. For the motivated art student, it is incredibly rewarding.

### **938 MIXED MEDIA**

Grades 9-12 - 2.5 credits

This course will offer in-depth exploration of techniques and new ways to see, use, and interpret found objects. Students will create multi-directional compositions with a variety of materials, paint, images, found objects, and ink painting. Techniques will include collage, monotype printing, drawing, painting, mixing, assemblage, cutting and pasting, etc. This course is designed to give students a wide variety of art making experiences and allows students to continue to explore

various visual art forms and techniques through the elements and principles of art and design.

Check out [instagram@hingham\\_pottery](https://www.instagram.com/hingham_pottery)

## **DRAMA**

**GRADE 6** – Most sixth-grade students take an exploratory course in drama that meets once per cycle for one term. The purpose of this course is to introduce sixth-grade students to the seventh and eighth grade drama curricula through a workshop-based format. These stand-alone workshops, which are designed to be entertaining and easily achievable without intimidation, will introduce the basic skills of voice, face, expression, music, movement, and improvisation.

### **125M DRAMA 7**

Grade 7 - 2 periods

This course is open to all seventh-grade students. In an activity-learning format, students are introduced to the fundamentals of oral communication skills and dramatic performance. Throughout the course, students work in an atmosphere designed to encourage self-confidence and personal growth through creative thinking, improvisation, and group interaction. Students perform a teacher-assigned scene from dramatic literature, learn the fundamentals of pantomime, develop beginning improvisational techniques, and write and perform a puppet show on a teacher-approved topic.

### **135M DRAMA 8**

Grade 8 - 2 periods

This course is open to eighth-grade students. No prior experience in drama is required. In an activity-learning format, students gain experience in the practical application of fundamental speech and drama skills in a variety of production experiences. A primary activity in this course is public performance; each student is expected to perform before an audience. Students create and perform sketches, write and execute an old-fashioned radio show with sound effects, produce a short film project, perform a teacher-assigned scene from dramatic literature, and participate in the production of a one-act play chosen by the teacher.

### **175 ACTING & IMPROVISATION**

Semester course – 2.5 credits

In this active class, students will play physical and mind-bending games to stretch their creative talents – or maybe find them. Through improvisation and other methods, students will develop quick-thinking, character development, comic timing, and team work – and have a great time doing it. Students will also have the opportunity to learn basic set building/painting while helping create the sets for their own production and those of the drama club. All students are welcome with or without previous experience. This course may be repeated for full credit with the instructor's approval.

## **176 ACTING, IMPROVISATION, and MORE**

Semester course – 2.5 credits

*Prerequisite: Acting & Improvisation or permission of the instructor.*

Students will continue their creative and performance journey begun in Acting & Improvisation. Building on their own personal skill level, students will further learn to add to their improvisational talents and dig deeper into the world of creating characters. Students will continue to participate in more challenging theater games, physical activities, and improvisation - all aimed at freeing the creative nature, understanding play production, and strengthening teamwork. Students will be introduced to directing for the first time and further exposed to the beginning technical aspects of theater such as set construction, painting, lights and sound. This course may be repeated for full credit with the instructor's approval.

## **MUSIC**

All courses in this department address Student Learning Expectations 1, 3 and 6. *Students must be enrolled in a performing ensemble in order to be eligible to participate in any select ensembles, department-sponsored field trips or regional music festivals such as those sponsored by SEMSBA and MMEA*

### **MUSIC GRADE 6**

#### **960M - Band, 970M- Chorus, 980M-Orchestra**

Sixth graders study music in band, orchestra, or chorus. Students will develop emerging musical skills through the preparation of appropriate repertoire. Rehearsals involve smaller sections of the full ensemble, which typically meets once immediately prior to performances. Participation in three evening concerts and all dress rehearsals is a requirement of the course. All ensembles meet every other day in a four-day cycle.

#### **961M GRADE 7 CONCERT BAND**

This elective course is open to all students in grade seven who have completed two or more previous years of band instruction, or can demonstrate an equivalency at the discretion of the director. The course develops the students' understanding of and familiarity with the fundamental elements of music performance, with an emphasis on style, rhythmic accuracy, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in two large sections every other day, and students perform in three concerts during the school year. (May be combined with course 962M as necessitated by enrollment count)

#### **962M GRADE 8 CONCERT BAND**

This elective course is open to all students in grade eight who have completed three or more previous years of band instruction or can demonstrate an equivalency at the discretion of the director. The course continues to develop the students' understanding of and familiarity with the elements of music performance, with an emphasis on style, rhythmic accuracy, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in two large sections every other day, and students perform in

three concerts and an optional festival during the school year. (May be combined with course 961M as necessitated by enrollment count)

#### **965 CHAMBER WINDS**

Grades 9-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, experience rehearsal in the chamber music setting, and explore diverse and challenging repertoire. There are two major concerts each year, and students may have the opportunity to perform nationally or internationally on tour.

#### **966 WIND ENSEMBLE**

Grades 9-12 – 5 credits

Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. Students may only enroll in this class with teacher recommendation or by audition.

#### **967 CONCERT BAND**

Grades 9-12 – 5 credits

Students learn basic skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. This class is designed to prepare students for Wind Ensemble.

#### **968 JAZZ BAND**

Grades 9-12 - 1 evening - 1.25 credits

This ensemble represents instrumental students in grades nine through twelve who are accepted by audition only. Students learn advanced skills of reading music, performing alone and with others, improvisation, and developing their instrumental technique, with specific attention paid to the varied stylistic concerns of jazz music. There are two major concerts each year.

#### **971M MIDDLE SCHOOL CHORUS**

Grades 7, 8 - 2 periods

All students are invited to participate in this performance-oriented choral ensemble. The focus of the grade seven and eight chorus is to continue the development of music reading skills, voice development, and musicianship. Students will sing in three parts with some literature having a fourth part. The chorus performs two concerts during the school year and attendance counts toward the class grade.

#### **978 CHAMBER SINGERS**

Grades 9-12 - 1 evening - 1.25 credits

This choral organization is the select performing ensemble associated with Concert Chorale. Chamber Singers will meet

one evening per week. Music performances are a required part of the Chamber Singers program. These vocalists will be selected by audition in the fall.

### **973 CONCERT CHORALE**

Grades 9-12 – 5 credits

Students learn basic skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. This chorus is designed to prepare students for Mixed Chorus.

### **976 MIXED CHORUS**

Grades 10-12 - 5 credits

*One year of high school chorus and recommendation from the director is a prerequisite for enrollment in Mixed Chorus.*

Students learn intermediate skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour.

### **977 CHORAL SPECTRUM**

Grades 10-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced vocal students in grades 10-12 who are accepted by audition only. Students learn advanced skills and techniques of singing, reading music, and performing alone and with others. Students learn the cultural context of concert repertoire and reflect on its relevance to their own lives. There are four required major concerts each year, and students may have the opportunity to perform nationally or internationally on tour. Choral Spectrum members must be enrolled in Mixed Chorus.

### **981M MIDDLE SCHOOL STRING ORCHESTRA**

Grades 7-8 - 2 periods

These grade-level ensembles continue to develop the basic skills and techniques of music reading, string technique, performing skills, and rehearsal etiquette. There are three major performances each year, and students have the opportunity to perform for adjudication at a local festival. Required commitments for this ensemble may include some after-school rehearsal time in preparation for performances.

### **983 ORCHESTRA**

Grades 10-12 - 5 credits

This course is available to all string students in grades 10-12 who have previous experience playing their instrument. Students learn intermediate skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. There are four major performances each year, and students have the opportunity to perform nationally or internationally on tour.

### **984 CHAMBER PLAYERS**

Grades 10-12 - 1 evening - 1.25 credits

This ensemble represents the most advanced string students in grades nine through twelve. Students learn advanced skills of reading music, performing alone and with others, and developing their instrumental technique through the intensive study of classic chamber repertoire. Chamber Players rehearses one evening a week and may have other out-of-school rehearsals in preparation for performances.

**IMPORTANT:** Students must be enrolled in Orchestra or Freshman Orchestra in order to be eligible for Chamber Players. Students will be selected by audition only.

### **987 FRESHMAN ORCHESTRA**

Grade 9 - 5 credits

This course is available to all string students in grade nine who have previous experience playing their instrument. Students learn basic skills and techniques of reading music, performing alone and with others, and developing their instrumental technique. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. There are four major performances each year, and students have the opportunity to perform nationally or internationally on tour. This course is designed to prepare students for Orchestra.

### **955 AP MUSIC THEORY**

Level 1 - 5 credits

*Prerequisite - Permission of the instructor.*

This advanced placement course will have the extensive homework and rigorous examinations that would be expected for a college level course in music theory. It will follow the prescribed curriculum of the College Board and have as its primary objective the successful passing of the Music Theory AP exam. AP students are required to take the AP examination, for which there is a fee.

### **991 FUNDAMENTALS OF MUSIC**

Grades 9-12 - 2.5 credits

This one-semester course is designed for students with an interest in how music works: pitch, rhythm, form, and harmony. Students will learn rudimentary elements of music including scales, keys, rhythms, and meters, and how composers and performers integrate and use these elements to produce music. The pace of study and learning is appropriate for students with limited knowledge and experience with reading music, and may be a good preparation for AP Music Theory.

### **992 INTRO TO PIANO**

Grades 9-12 - 2.5 credits

Are you interested in becoming more musically inclined, but don't know where to start? In this hands-on piano class, students will receive one-on-one direction no matter their level or experience, and will have a chance to exhibit their skills in an optional recital at the end of the semester. Access to digital pianos is provided, and students do not need to practice at home.

**993 MUSIC APPRECIATION: LEARNING TO LISTEN**

Grades 9-12 - 2.5 credits

Interested in the history and development of the music industry? This one-semester course provides an in-depth exploration of the cultural and historical context of different genres and styles of music including Classical, Jazz, Popular, and non-Western music. Begin your journey of appreciation for the world of music and everything it has to offer. Lots of time in class spent listening to and reflecting on the music, with very little homework.

**994 SONGWRITING AND STUDIO**

Grades 9-12 – 2.5 credits

In this one-semester course, students will learn the process an artist uses to create music. By exploring current trending songs and classic hits, students will develop essential songwriting skills. Students will have access to the tools used by songwriters to record, mix and share digital audio. They will then utilize these skills and resources, working both independently and as collaborators, to write and record their own original songs. Previous songwriting, singing or instrumental experience is not required.

# HEALTH



Health courses focus on the core concepts of the MA Health frameworks: health literacy, healthy self-management, and health promotion. The guiding principle is that health education enables students to maintain a positive attitude and healthy body, and by doing so, improves a student's ability to thrive and persevere. Students work to develop strategies to improve personal, family and community health, practice skills, analyze information, and identify health care services needed throughout their lifetime to promote and maintain good health. The course supports and advances both the mission statement and student expectations of Hingham High School.

Through health literacy, healthy self-management skills, and health promotion, the health education course teaches fundamental concepts, promotes habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities.

At Hingham High School, health education is a one-semester course designed for sophomores. Successful completion of this course is a graduation requirement.

Health education in grades 7 and 8 will comprise one-fourth of the physical education requirement. A separate health grade is given to all students who attend a health class every other day for one term in lieu of a physical education class.

At Hingham Middle School, all sixth-graders participate in DARE (Drug Abuse Resistance Education), a preventative drug education program presented by the Hingham Police Department. The program is organized into sixteen 45-minute lessons. At the end of the school year, students take part in a DARE culmination ceremony for the entire sixth grade.

All courses in this department address Student Learning Expectations 1, 2, 3, 4, 5, and 6.

## OBJECTIVES

- To understand the implications, interrelationships and benefits of emotional, social and physical health.
- To assess personal health risks and increase knowledge to make health enhancing decisions.
- To identify health care services necessary to maintain good health now and in the future.
- To find and accurately interpret health information in order to improve one's health.
- To practice skills that promote and protect health.
- To examine the influence of peer, family and community factors on personal health.
- To use technology to assess health and create strategies for life-long health maintenance.
- To increase awareness of community resources that support health challenges.

## HEALTH PROGRAM

**Themes: health promotion and disease prevention, risk management, decision-making, goal setting, communication, healthy self-management, health literacy, and health advocacy.**

<b>Middle School</b> Students in grades 7/8 have one term of health alternating curriculum for odd and even years.		<b>High School</b> Students have one semester of health in grade 10.* <b>Passing this course is a graduation requirement.</b>	
<b>Grades 7 &amp; 8 (even # years)</b>	<b>Grades 7 &amp; 8 (odd # years)</b>	*The course may be taken later if there is a schedule conflict. See your counselor if there is an issue.	
<p><b>Mind, Body &amp; Spirit</b></p> <ol style="list-style-type: none"> <li>1. symptoms/treatments and coping with stress &amp; depression</li> <li>2. suicide prevention</li> <li>3. practicing mindfulness &amp; meditation</li> <li>4. school safety &amp; violence prevention</li> <li>5. anxiety, fears and phobias</li> </ol> <p><b>Food, Fitness and Healthy Habits</b></p> <ol style="list-style-type: none"> <li>1. healthy eating and exercise</li> <li>2. body image and self-esteem</li> <li>3. eating disorders</li> <li>4. sleep</li> </ol> <p><b>Pressure, Drugs &amp; Decisions</b></p> <ol style="list-style-type: none"> <li>1. addiction, tolerance, withdrawal</li> <li>2. peer pressure &amp; refusal skills</li> <li>3. how drugs hijack the brain</li> <li>4. drug use, misuse, &amp; abuse</li> <li>5. gateway drugs, OTC/prescription drugs &amp; heroin epidemic</li> <li>6. DARE booster lesson</li> </ol> <p><b>First Aid, Safety &amp; Self-Care</b></p> <ol style="list-style-type: none"> <li>1. choking, burns, shock</li> <li>2. heart emergencies</li> <li>3. injury prevention</li> <li>4. sun safety</li> </ol> <p>Guest speakers as available</p>	<p><b>The Teenage Mind &amp; Drugs</b></p> <ol style="list-style-type: none"> <li>1. cognitive development in teen brain</li> <li>2. DARE booster lesson</li> <li>3. social and emotional health</li> <li>4. vaping and alcohol</li> </ol> <p><b>Technology &amp; Communication</b></p> <ol style="list-style-type: none"> <li>1. effects of screen time</li> <li>2. self-disclosure and online safety</li> <li>3. types of communication</li> <li>4. communication skills</li> </ol> <p><b>Bullying, Relationships &amp; Family Life</b></p> <ol style="list-style-type: none"> <li>1. reasons why people bully</li> <li>2. types of bullying</li> <li>3. bullies, the bullied &amp; bystanders</li> <li>4. support systems &amp; resources</li> <li>5. healthy, unhealthy &amp; abusive relationships</li> </ol> <p><b>Human Growth &amp; Development</b></p> <ol style="list-style-type: none"> <li>1. social and emotional health</li> <li>2. the endocrine system</li> <li>3. physical changes/hygiene</li> <li>4. the different stages of life</li> <li>5. self-esteem</li> </ol> <p>Guest speakers as available</p>	<p><b>Stress and Mental Health</b></p> <ol style="list-style-type: none"> <li>1. cause and effect of stress</li> <li>2. sleep</li> <li>3. depression and other mental health issues</li> <li>4. brain physiology</li> <li>5. stress management &amp; mindfulness</li> <li>6. resources</li> </ol> <p><b>Lifelong Health</b></p> <ol style="list-style-type: none"> <li>1. family health history</li> <li>2. medical system/health care providers</li> <li>3. interpretation of common health screenings: cholesterol, skin cancer, BP, etc.</li> <li>4. health insurance</li> <li>5. health care proxy</li> </ol> <p><b>Nutrition</b></p> <ol style="list-style-type: none"> <li>1. diet-health link</li> <li>2. menu planning and budgeting</li> </ol> <p><b>First Aid and CPR</b></p> <ol style="list-style-type: none"> <li>1. sudden illness</li> <li>2. bone &amp; joint injuries</li> <li>3. bleeding wounds/bandaging</li> <li>4. injury prevention</li> <li>5. CPR certification - <i>American Heart Association</i></li> </ol> <p><b>Substance Use</b></p> <ol style="list-style-type: none"> <li>1. drugs of abuse</li> <li>2. addiction</li> <li>3. prevention strategies and treatment programs</li> </ol> <p>Guest speakers as available</p>	<p><b>Safety and Legal Issues</b></p> <ol style="list-style-type: none"> <li>1. junior operator license</li> <li>2. criminal harassment</li> <li>3. consent &amp; sexual assault</li> <li>4. internet safety</li> </ol> <p><b>Building Healthy Relationships</b></p> <ol style="list-style-type: none"> <li>1. communication &amp; listening skills</li> <li>2. healthy, unhealthy &amp; abusive relationships</li> <li>3. violence/abuse &amp; resources to get help</li> </ol> <p><b>Reproductive Health</b></p> <ol style="list-style-type: none"> <li>1. anatomy &amp; physiology</li> <li>2. annual screenings/self-care</li> <li>3. sexually transmitted infections</li> <li>4. protection methods: types, efficacy</li> </ol> <p><b>Counseling Seminars</b></p> <p>Guest speakers as available</p>



## LIBRARY MEDIA

The Library Media Center is the resource center of the school. It provides students and teachers with a diverse collection of print, non-print, and electronic resources that support and enhance the curriculum. The Library Media Center also provides the facilities and equipment for the duplication and reproduction of print materials, video tapes, DVDs and overheads. The LMC offers the school a flexible schedule where teachers book research time for classes, and study halls are held all other periods. It also has a television studio and control room from which original programs are produced and broadcast over local school television or cable.

### **048M MEDIA LITERACY –**

#### **Grade 6**

In this class which meets for one term, students will explore Internet-based sources, technology and social media and how to use these resources with honor, integrity and respect. In addition, throughout the school year, students will utilize the LMC for both homework assignments and for the major projects that their teachers assign with specialized research instruction provided by the library media specialist.

### **049M INTRO TO TELEVISION PRODUCTION-**

#### **Grade 8**

The objective of this course is to teach students about the various stages of digital video production. The history of television will be explored through a research presentation of a classic television show. Hands on experience of the pre-production and production process will be gained as students work in groups to produce a variety of short video and studio projects. Finally students will develop a working knowledge of the digital editing software, Final Cut Pro X. As the year progresses, students will apply all their talents and skills to produce the Thursday morning show, What's Happening HMS. Throughout the year, students will demonstrate their ability to work effectively in varied project teams.

### **089 EXPLORATIONS IN RESEARCH**

Grades 10, 11, 12 – 2.5 credits

Are you curious about something in particular? Something you haven't seen covered in your regular coursework? Then take this class! As a student in Explorations In Research you'll get to dig deep into a topic of *your* choice for a whole semester! Conduct research following a model used by published researchers everywhere. Read and analyze writings within your chosen field, identify something still unknown, and develop a research question based on that knowledge gap. Learn basic research methods and design a study to answer your question. Present your findings in the form of a paper and poster presentation. Note: this course is independent from the AP Capstone program, AP Seminar and AP Research.

### **090 AP SEMINAR**

Grades 10, 11, 12 – 5 credits – Level 1

AP Seminar equips students with the collaborative and critical thinking skills necessary to explore multi-disciplinary topics, to grasp lines of reasoning, to research and evaluate multiple viewpoints, and then to synthesize them into sophisticated, nuanced arguments with real-world solutions. Course materials range from canonical texts to articles, in-person interviews, artistic works, videos, and primary sources. Students' personal interests drive and determine final projects, which include both an individual project, a team project, and

presentations. These projects make up part of the final AP grade; students must also take a written AP exam.

*Note that although AP Seminar can be taken on its own, it is also the prerequisite for AP Research. The combination of the two earns students the AP Capstone Certificate. In addition, an AP Capstone Diploma will be awarded to students who successfully complete AP Seminar, AP Research, and four additional AP courses of their choice within their four years of high school. AP Seminar was developed to address colleges and universities' perceived need for these skills.*

### **091 AP RESEARCH** (Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### **097 TELEVISION PRODUCTION-CREATIVE**

Grades 9-12 - 2.5 credits

Designed for the student who wants to explore fictionalized or non-journalistic pieces, TVP Creative students will: delve into storytelling techniques; plan and write detailed shot lists and storyboards; explore directing principles to determine optimal shots; explore lighting and angle; and learn how to edit using Final Cut Pro X. After mastering the basics of these skills, students in TVP Creative, along with those in TVP Journalism, will contribute pieces to The Friday Show. Each video piece is juried for appropriateness by faculty. Additional skills learned in TVP Creative involve time management, logistics, work relationships, production savvy, and response to real-world assessment and criticism from students and teachers as audience members.

### **098 TELEVISION PRODUCTION-JOURNALISM**

Grades 10 - 12 - 2.5 credits

Designed for the student who wants to explore video journalism, TVP Students will: learn and practice the principles of ethical journalism; explore various forms of journalistic pieces, including features, news reporting, investigative journalism, documentary, editorial, etc.; determine audience needs and interests; develop interviewing

and announcement skills; and determine and capture appropriate B-roll. After mastering the basics of these skills, students in TVP Journalism, along with those in TVP Creative, will contribute pieces to The Friday Show. Additional skills learned in TVP Journalism involve time management, logistics, work relationships, production savvy, and response to real-world assessment and criticism from students and teachers as audience members.

### **099 SENIOR VIDEO**

Grade 12 - 2.5 credits

*Prerequisite: Either 097 or 098*

This course is for those seniors who want to use their video production skills to help produce the Senior Video Yearbook. They will be involved in planning, filming and editing video segments for the final senior video.

### **651 TECH SQUAD HELP DESK**

Grades 9-11 - 2.5 credits per semester

*Prerequisite: satisfactory completion of Tech Squad and approval from instructors.* Continue to support HHS technology by joining the Tech Squad Help Desk. Further apply the skills and knowledge learned in Tech Squad independently during a period that fits your schedule. Please see page 41 (Math) for full course description.

# MATHEMATICS & COMPUTER SCIENCE

The secondary mathematics curriculum in Hingham is designed to fulfill the following general objectives in addition to meeting graduation requirements. The objectives are to help students:

- Prepare for future formal study in mathematics and related fields.
- Acquire the mathematical skills, reasoning ability, and practical knowledge needed to identify, analyze, and solve problems in the world of work, in daily life, and for success on the MCAS.
- Develop an appreciation for the role of mathematics as it applies to “real world applications” and other academic disciplines.
- Learn and apply mathematical skills and strategies in authentic problem-solving situations and to effectively communicate those applications analytically, numerically, graphically, and verbally.

All of the courses in the mathematics department address the HHS Expectations for Student Learning.

There are several typical sequences of courses that students can follow. The appropriate sequence for the majority of Hingham students is the rigorous College Preparatory sequence that is fully aligned with the 2017 Massachusetts State Framework. Courses are listed with suggested grade levels. However, each course is open to any student who has completed the prerequisite(s) for that course. **The overall math program is based on a growth model and is designed to have flexibility that meets students at an appropriate level. The program provides students with the opportunity to move between sequences as students develop and evolve during middle and high school.**

### The Most Typical Course Sequences

Sequence	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Honors	L2 Pre-Algebra	*L2 Algebra 1	L2 Geometry	L2 Algebra 2	L2 Pre-Calculus AP Statistics	AP Calculus AP Statistics L2 Calculus
Accelerated College Prep	L3 Pre-Algebra	*L3 Algebra 1 – Quadratic Emphasis	L3 Geometry Quadratic Emphasis	L3 Algebra 2 with Trigonometry	L3 Pre-Calculus AP Statistics	L2 Calculus L3 Analysis AP Statistics
College Prep ***	L3 Math 7	L3 Math 8	*L3 Algebra 1 – Quadratic Emphasis	L3 Geometry Quadratic Emphasis	L3 Algebra 2 with Trigonometry	L3 Pre-Calculus AP Statistics
Targeted College Prep			*L3 Algebra 1 – Linear Emphasis	L3 Geometry – Linear Emphasis	L3 Algebra 2	L3 Topics and Statistics L3 Pre-Calculus

\*Students who do not earn a 70% the first time taking **any** Algebra 1 course will repeat the course for a second time.

\*\*Students are required to pass three different mathematics courses in order to graduate. However, please note that the Massachusetts State Colleges and Universities require that students take mathematics in their fourth year (not necessarily four different courses) of high school while attaining a minimum level of Algebra 2.

\*\*\* The College Prep Sequence follows the rigorous 2017 Massachusetts Curriculum Framework and should be considered the normal path for the majority of the students

### Description of Sequence

#### Honors –

This sequence of courses is designed for the student with outstanding ability, high interest, and motivation in mathematics. The student must be able to work and study on their own. Students are expected to maintain at least a “B” average or better to remain in the sequence. At a bare minimum, a student must earn a grade of 70% in their current honors course to take an honors course in the subsequent school year. This sequence of courses requires a student to use logic and deductive and inductive reasoning consistently to solve problems and communicate mathematical understanding in both written and oral form. In order to take AP Calculus BC, a student must receive departmental approval and earn a minimum of 90% in L2 Pre-Calculus. All other students will be appropriately placed in AP Calculus AB or L2 Calculus. Students who may not be quite ready for this sequence in 7th or 8th grade will still have opportunities to move to honors as they progress through the math program.

## Accelerated College Preparatory

This sequence of courses is designed for very strong college prep students who are not ready for the honors curriculum but are ready and able to move faster than the 2017 Massachusetts Curriculum Framework. This sequence of courses is the same as the College Preparatory sequence outlined below. However, students in this sequence move 1 year ahead in either 7th or 8th grade by mastering algebra content at an accelerated pace, covering close to 2 years of content in 1 school year. Students who have not fully mastered (strong B grade) Algebra 1 by the end of 8th grade will take Algebra 1 - Quadratic Emphasis again in grade 9. No course is more essential to future mathematics success and it is inappropriate for a student to pursue an accelerated sequence of study without complete mastery of Algebra 1. *Note: the majority of College Preparatory students will take the regular sequence prescribed by the 2017 Massachusetts Curriculum Framework that is outlined in the next section.*

## College Preparatory

This sequence of courses is designed for the student who has the interest and ability to complete a challenging four-year college preparatory program in mathematics. Mathematics courses required by even the most demanding colleges are offered in this sequence. This sequence is fully aligned with the 2017 Massachusetts Curriculum Framework in Mathematics. This sequence supports students in developing and practicing skills that are used to identify, analyze, and solve problems mathematically. It also supports students in communicating their analysis and solutions symbolically, verbally, graphically, and numerically. It is essential that students gain a strong fundamental understanding of algebra skills before moving forward in these sequences.

## Targeted College Preparatory

This sequence of courses is designed for students who have the interest and ability to complete a four-year college preparatory program in mathematics but who may have gaps in knowledge, for a multitude of reasons, or require a more concretely scaffolded approach to problem solving. Consequently, students in this sequence need more review of previously taught mathematics while they also learn new material. The standards of the 2017 Massachusetts Curriculum Framework in Mathematics are covered, but with an emphasis on the most important ones. It is the intention of Hingham's Mathematics Department that students in this sequence will be well prepared to demonstrate proficiency on state-mandated exit exams, but these courses may not prepare students for a standing that "exceeds" grade level expectations. Students in this sequence will exceed the minimum entrance requirement of Algebra II for Massachusetts State Colleges and Universities. This sequence supports students in developing and practicing skills that are used to identify, analyze, and solve problems mathematically. It also supports students in communicating their analysis and solutions symbolically, verbally, graphically and numerically.

## Grade 6

In grade 6, teachers implement the curriculum, aligned with the 2017 Massachusetts State Framework, using Big Ideas, Course I, published by Holt, McDougal. Teachers utilize a combination of whole group instruction, small group activities, and individual learning experiences. The classes consist of heterogeneous groups. Topics in sixth grade math include data analysis, geometry, decimals, patterns, functions, equations, measurement, fractions, proportions, percents, graphing, and problem solving. Evaluation is based on tests, quizzes, class participation, teacher observation, homework, and special assignments.

## LEVEL 1 AND 2 COURSES

### 401M PRE-ALGEBRA - Grade 7 - Level 2

This Pre-Algebra course is intended for students who will study honors level Algebra 1 in Grade 8. It is fully aligned with the Massachusetts Standards for Accelerated 7th Grade. Students in this course will learn all of the 7th AND 8th grade standards in 1 accelerated school year. There are four critical areas of study: Students develop a unified understanding of rational numbers, they use and solve linear equations and systems of linear equations, they perform statistical comparisons of different populations, and they do a great deal of work in geometry. Independent projects will be required and expectations are demanding in terms of homework and independent study.

### 404M ALGEBRA I - Grade 8 - Level 2

*Prerequisite: C or better in L2 Pre-Algebra, B or better is strongly recommended or A or better in L3 Pre-Algebra*

This is a full year, rigorous and fast paced Algebra I course, fully aligned with the 2017 Massachusetts Curriculum

Framework in Mathematics. Students will analyze and solve linear, quadratic, and exponential equations and systems of equations. They will also study absolute value, step, and piecewise defined functions and use regression techniques to model data. Lab experiments and original projects are required. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

### 421 GEOMETRY

Grade 9 - 5 credits - Level 2

*Prerequisite: C or better in L2 Algebra I, B or better strongly recommended*

This is a rigorous proof-based course in Euclidean Geometry, fully aligned with the 2017 Massachusetts Curriculum Framework in Mathematics. Students must identify and analyze the salient aspects of a proof or problem in order to apply pertinent theorems and definitions. Some topics covered include congruence and similarity of polygons, perpendicularity and parallelism of lines and planes, geometric constructions, properties of polygons and circles, coordinate geometry, area, perimeter and volume, transformations of geometric figures, right triangle trigonometry including the Laws of Sines and Cosines, conic sections, and probability.

## 425 ALGEBRA II

Grade 10 - 5 credits - Level 2

*Prerequisite: C or better in L2 Algebra I and L2 Geometry, B or better is strongly recommended in both courses*

This is a rigorous second-year algebra course preparing students for advanced pre-calculus. It is fully aligned with the 2017 Massachusetts Curriculum Framework in Mathematics. Students will analyze linear, quadratic, rational, exponential, logarithmic, radical, and periodic functions in the real and complex number systems. Students also extend their previous knowledge of statistics. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them and to make decisions” is at the heart of this course. The course requires proficiency in symbol manipulation and the application of advanced algebra to word problems. There are several projects during the year requiring students to communicate solutions in a written format. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## 439 PRE-CALCULUS

Grade 11 - 5 credits - Level 2

*Prerequisite: C in L2 Algebra II, B is strongly recommended*

This course consists of a half year of trigonometry followed by a half year of advanced topics in algebra including permutations, combinations and probability, logarithmic and exponential functions, polynomial functions, and an introduction to calculus. Also included are units in analytic geometry and curve sketching. A major project is assigned each term. This challenging course is intended for students who intend to take Advanced Placement Calculus the following year. Students also may complete this course and then take Calculus (Level 2), Analysis: An Introduction to Calculus (Level 3), or AP Statistics. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course. *The order of topics in Level 2 and Level 3 Pre-Calculus is very different. Even if there is room in Level 3 sections, it is not possible to switch from Level 2 to Level 3 after the eighth week of school.*

## 441 CALCULUS

Grade 12 - 5 credits - Level 2

*Prerequisite: C in L2 Pre-Calculus or A- in L3 Pre-Calculus*

This course covers the same topics as AP Calculus (AB). However, the pacing is different and the class will cover the course in four terms rather than using term 4 to review for the AP exam. There also is decreased emphasis on preparation for the type of multiple-choice questions that appear on the AB exam. Students will be taught the equivalent of a one semester college calculus course. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## 442 AP CALCULUS (AB)

Grade 12 - 5 credits - Level 1

*Prerequisite: B- in L2 Pre-Calculus (B is strongly recommended) or A in L3 Pre-Calculus*

This is a college-level course following the Calculus AB outline as presented by The College Board. At least five hours of preparation outside the classroom are required per week. The Advanced Placement examination (AB level) is required.

Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## 443 AP CALCULUS (BC)

Grade 12 - 5 credits - Level 1

*Prerequisite: Departmental approval and a minimum of 90% in L2 Pre-Calculus*

This is a college-level course following the Calculus BC outline as presented by The College Board. (Calculus BC is the more extensive of two Advanced Placement programs in Calculus.) At least six hours of preparation, outside of the classroom, is required per week. The Advanced Placement examination (BC Level) is required. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## 445 AP STATISTICS

Grades 11 or 12 - 5 credits - Level 1

*Prerequisite: C in L2 Algebra II and taking Pre-Calculus concurrently or C in L2 Pre-Calculus or B- in L3 Pre-Calculus*

This is a college-level course following the Statistics outline as presented by The College Board. At least five hours of preparation outside the classroom is required per week. The Advanced Placement examination is required. AP Statistics is a very different course from other math courses and places much more emphasis on the mission statement expectation that students be able to write effectively. *Additionally, a prerequisite is that students have completed 90% of the assigned homework in their current math course.* Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

## LEVEL 3 COURSES

### 402M MATH 7

Grade 7 - Level 3

As required by the 2017 Massachusetts Curriculum Framework in Mathematics, instructional time in Grade 7 focuses on four critical areas. (1) Students develop understanding of applications of proportional relationships. (2) They develop understanding of operations with rational numbers and work with expressions and linear equations. (3) They solve problems involving scale drawings and informal geometric constructions. They work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. (4) Students draw inferences about populations based on samples. Most successful students will take Math 8 in 8<sup>th</sup> grade.

### 403M PRE-ALGEBRA

Grade 7 - Level 3

This Pre-Algebra course is intended for students who are not quite ready for the speed, acuity, and/or individual responsibility of the honors level Pre-Algebra course. This course will cover all of the 7th grade standards and most of the 8th grade standards as well. In contrast to the honors Pre-Algebra course, however, this course will provide more time for questions and review of both new and previously learned material. With an eye on developing key algebra skills,

students who earn a strong A grade will most likely move to Algebra 1 - Quadratic Emphasis in grade 8, students who need more time to master grade 8 material will move to Math 8 with Algebra in grade 8 and then Algebra 1 – Quadratic Emphasis in grade 9.

#### **400M MATH LAB 7**

Based on assessment data, ability to master grade level standards and teacher recommendation, students who take Math 7 (course 402M) may be required to schedule an additional two periods of math in each four-day cycle. These extra classes will preview and review current Math 7 curriculum, work to remediate skill deficits, provide organizational support, and assist students in preparing for assessments.

#### **413M MATH LAB 8**

Based on assessment data, ability to master grade level standards and teacher recommendation, students who take Math 8 (course 405M) may be required to schedule an additional two periods of math in each four-day cycle. These extra classes will preview and review current Math 8 curriculum, work to remediate skill deficits, provide organizational support, and assist students in preparing for assessments.

#### **405M MATH 8**

Grade 8 – Level 3

Students should take this course if they plan to take high school mathematics courses that are fully aligned with the 2017 Framework. There are three critical areas of instruction. Students use linear equations, linear functions and systems of linear equations to represent, analyze, and solve a variety of problems. Students translate among verbal, numerical, graphical, and symbolic representations of functions. Students use ideas about distance, angles, geometric transformation, similarity, congruence and the Pythagorean Theorem to solve problems. Students who successfully complete this course should be prepared to take Algebra I – Quadratic Emphasis in Grade 9. All others will take Algebra I - Linear Emphasis.

#### **416M GRADE 8 ALGEBRA I - QUADRATIC EMPHASIS**

Grades 8 – Level 3

*Prerequisite: C in L2 Pre-Algebra or A- in L3 Pre- Algebra with teacher recommendation or A in Math 7 with teacher recommendation*

To be successful in this course, students must obtain excellent integer skills in grade 7. This course will cover all Algebra 1 standards of the 2017 Massachusetts Curriculum Framework in Mathematics. The critical areas of this course are (1) Deepening and extending the understanding of linear and exponential relationships; (2) Contrasting linear and exponential relationships with each other and engaging in methods of analyzing, solving, and using quadratic functions; (3) Extending the laws of exponents to include square and cube roots; and (4) Applying linear models to data that exhibit linear trends. Students who successfully complete this course will be prepared for L3 Geometry – Quadratic Emphasis and Algebra II with Trigonometry. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this

course. Students must earn a strong B grade to move to grade 9 Geometry Quadratic Emphasis, all others will repeat Algebra I- Quadratic Emphasis as freshmen.

#### **415 ALGEBRA I– LINEAR EMPHASIS**

Grades 9-12 - 5 credits - Level 3

*Prerequisite: Successful completion of L3 Math 8 or Math 8 with Algebra*

This is a full-year college-preparatory Algebra I course that covers the major standards of the 2017 Massachusetts Curriculum Framework for Mathematics. Students will analyze and use linear and quadratic functions as well as solve linear and quadratic equations. They also will study solving systems of equations, absolute value functions, and the use of regression techniques to model data. Real life applications are emphasized through word problems and projects. Ninth graders not earning at least a C- in this course will repeat Algebra - Linear Emphasis. Students earning at least a C- will be prepared for L3 Geometry – Linear Emphasis in Grade 10 and L3 Algebra II in Grade 11. Students who earn at least a B may also take Algebra - Quadratic Emphasis (course 416) to be prepared for the rigorous B1 sequence of courses.

#### **416 ALGEBRA I- QUADRATIC EMPHASIS**

Grades 9-10 - 5 credits - Level 3

*Prerequisite: B- in Math 8 with Algebra*

This course will cover all standards of the 2017 Massachusetts Curriculum Frameworks in Mathematics. The critical areas of this course are (1) Deepening and extending the understanding of linear and exponential relationships; (2) Contrasting linear and exponential relationships with each other and engaging in methods of analyzing, solving, and using quadratic functions; (3) Extending the laws of exponents to include square and cube roots; and (4) Applying linear models to data that exhibit linear trends. Students who successfully complete this course will be prepared for L3 Geometry – Quadratic Emphasis and Algebra II with Trigonometry. Students who have previously taken L3 Algebra - Linear Emphasis will receive full credit for then taking this course, Algebra - Quadratic Emphasis. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

#### **419 GEOMETRY–LINEAR EMPHASIS**

Grades 9-12 - 5 credits - Level 3

*Prerequisite: C- or better in Algebra – Linear Emphasis*

This course will cover the major standards of the 2017 Massachusetts Curriculum Frameworks in Mathematics as well as provide review of important Algebra I topics. In this course, students will study the properties of geometric figures in a plane and in space. Inductive and deductive reasoning skills will be utilized in proving or clarifying various concepts studied. Angle relationships, parallelism and perpendicularity of line and planes, and properties of polygons are major topics. The Pythagorean Theorem and its use in special triangles, circles, area, perimeter, and volume are also major topics in the course. Congruence and similarity of polygons, transformations, and constructions of figures are all studied with “hands-on” activities.

#### **420 GEOMETRY– QUADRATIC EMPHASIS**

Grades 9-12 - 5 credits - Level 3

*Prerequisite: C or better in Algebra I - Quadratic Emphasis*

This course will cover all standards of the 2017 Massachusetts Curriculum Frameworks in Mathematics as well as provide for review and strengthening of mathematics learned in Level 3 Algebra- Quadratic Emphasis. Instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability.

#### **423 ALGEBRA II**

Grades 11-12 only - 5 credits - Level 3

*Prerequisite: C- or better in Algebra I*

Topics will include graphs of relations and functions, analysis of linear functions, systems of equations and inequalities, properties of the real and complex numbers, probability and statistics, quadratic functions and equations, exponential, logarithmic, polynomial, and rational functions. Problem solving skills and real life applications are emphasized. The C-prerequisite in Algebra I is required to assure a foundation for the successful study of a second year of algebra. *Students who plan to take Pre-Calculus should take Algebra II with Trigonometry instead of this course.*

#### **423T ALGEBRA II WITH TRIGONOMETRY**

Grades 10-12 - 5 credits - Level 3

*Prerequisite: C or better in Algebra I – Quadratic Emphasis (B- or better strongly recommended)*

This course is fully aligned with the 2017 Massachusetts Curriculum Frameworks for Mathematics. Instruction focuses on (1) Expanding arithmetic of rational and polynomial functions and their systems. (2) Extending trigonometry into the coordinate plane (3) Expanding function family knowledge to expand on polynomial and exponential functions and develop logarithmic, rational, and periodic understanding (4) Further develop statistical understanding and the role of randomness. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator.

#### **430 PRE-CALCULUS**

Grades 11-12 - 5 credits - Level 3

*Prerequisite: C or better in L3 Algebra II with Trig (B-strongly recommended) or A or better in L3 Algebra II (with completion of summer work)*

This course is fully aligned with the 2017 Massachusetts Curriculum Framework. The instruction will focus on four critical areas. 1) Continued work on complex numbers including investigation and identification of polar equations. 2) Expanding understanding of logarithmic and trigonometric functions including unit circle trigonometry and proving trigonometric identities. 3) Investigation of the characteristics of polynomial and rational functions including translations between geometric and algebraic representations of conic sections. 4) Perform operations and solve problems using a multitude of vector properties in the coordinate plane. Success

in this course requires a strong algebra and geometry background. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

#### **431 INTRODUCTORY STATISTICS and TOPICS IN MATHEMATICS**

Grades 11, 12 - 5 credits - Level 3

*Prerequisite: Algebra II*

*NOTE: If students have successfully completed Pre-Calculus or if students have earned a B- or better in Algebra II with Trigonometry (course 423T) or an A- or better in Algebra II (course 423), they may not take this course.*

This course begins with a review and extension of the most important topics from Algebra II to help prepare students for the SAT. It continues with an introduction to statistics to prepare students with the statistical understanding needed to become responsible members of a democratic and global society. Statistical topics include frequency distributions, probability, measures of central tendency and variability, applications of the binomial and normal probability distribution, correlation, sampling and estimation theory, and linear regression. Project work and applications in which students effectively communicate their learning will be required. Students are required to have a Texas Instruments TI-83 or TI-84 graphing calculator for this course.

#### **435 ANALYSIS: AN INTRODUCTION TO CALCULUS**

Grade 12 - 5 credits - Level 3

*Prerequisite: C- or better in Pre-Calculus*

Topics include a review of equations, complex numbers, conic sections, higher degree polynomials, synthetic division, the Rational Root Theorem and the Remainder Theorem. There is statistical focus on central tendency, spread, grouped data, normal distributions, confidence intervals, and regression. The remainder of the course is given over to an introduction to limits and elementary differential calculus. This course is intended for students who wish to continue in mathematics but who do not wish to take a full year calculus course in high school. This course provides a strong foundation for future work in college mathematics.

### **COMPUTER SCIENCE**

#### **451/452 INTRODUCTION TO COMPUTER PROGRAMMING**

Grades 9-12 – 2.5 credits –

*Level 2 Prerequisite: A- in L3 Algebra I-Quadratic Emphasis or B- in L2 Honors Algebra I*

*Level 3 Prerequisite: B- in L3 Algebra I-Quadratic Emphasis or A- in L3 Algebra I-Linear Emphasis*

This course is to introduce students to concepts in Object Oriented Programming, namely Java programming. Students will leave this course with a conceptual understanding of the hierarchy of classes, structures and methods implemented in a well-designed program. Students will have the opportunity to design mobile based “apps” and simple structured game design. No prior knowledge of computer science is required. Students who are successful in this course have good math and logical thinking skills.

Note: This course does not count toward the HHS math graduation requirement nor the requirement for acceptance to a MA state college or university.

#### **458 AP COMPUTER SCIENCE A**

Grades 10-12 - 5 credits - Level 1

*Prerequisite: Minimum of 90% in L2 Intro to Computer Programming and Departmental Approval.*

*Students with other extensive programming background can appeal to the Mathematics Department Director for entry.*

This is a college-level course following the Computer Science A outline as presented by The College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It also includes the study of data structures, design and abstraction. At least 5 hours of preparation outside of the classroom are required per week. Students must take the Advanced Placement exam in May. Note: This course requires extensive close reading and writing. Students enrolling in this course should also consider their relative strength in ELA.

#### **650 HINGHAM TECH SQUAD**

Grades 9-12 - 2.5 credits

The Hingham Tech Squad is a student-centered solution for school-wide technology integration. Students involved in this program learn how to use existing educational technologies, as well as how to evaluate and make informed selections among the technologies available to complete a task or project. Students not only learn technology skills but also crucial 21st century skills, such as planning and collaboration. They learn how to help teachers integrate technology into classroom lessons, how to use school technology, and how to provide tech support. The Hingham Tech Squad members work with teachers throughout the school to plan tech-infused lesson or provide tech support. The result is an authentic project-based learning experience for the students and sustainable technology support for the teachers. Students who successfully complete this course may enroll in course 651 – TECH SQUAD HELPDESK.

#### **651 TECH SQUAD HELP DESK**

Grades 9-11 - 2.5 credits per semester

*Prerequisite: satisfactory completion of Tech Squad and approval from instructors.* Continue to support HHS technology by joining the Tech Squad Help Desk. Further apply the skills and knowledge learned in Tech Squad independently during a period that fits your schedule. Students will work side by side with the HHS Library Media Department to respond to requests for technology support from HHS users. In addition, explore and report on the pursuit of online certifications in technology training. Use what you've learned in Tech Squad to investigate and advise on new technologies for the Hingham Public Schools.



# PHYSICAL EDUCATION

Physical education at the secondary level is designed to meet the individual needs of students through a variety of prescribed and selected activities. Students are introduced to essential skills and knowledge which enable them to experience a broad spectrum of physical activity for present and lifetime use. Students are given an understanding of physiological and health awareness as it relates to their bodies. The total development of a student — physically, socially, emotionally, and intellectually — is an important aspect of our physical education program. Students will also develop good sportsmanship and leadership skills. All courses in this department address MA Student Learning Expectations 1, 2, 5, 7, and 9.

All middle school students are required to take physical education every year. In **grade 6**, physical education classes meet once per cycle, and in **grades 7 and 8** physical education classes meet twice per cycle.

All high school students must participate in physical education every year. In **grade 9**, all students are required to successfully complete a semester course in physical education. Sophomores, juniors, and seniors have a variety of options by which they may complete the physical education requirement.

## Physical Education Options for Students in Grades 10-12

To fulfill the requirement for physical education in grades 10-12, all students must select one of the following options each year:

- *Elect a physical education course (#033 or #034) for at least one semester each year.*
- *Play on an interscholastic team at HHS for at least one season.*
- *Participate in a fitness/exercise program at a fitness/exercise facility. This may include weight training, general fitness, dance, yoga, skating, gymnastics, karate, judo, or other approved activities. The time commitment must be a minimum of 72 total hours. There must be verification of the students' participation utilizing a prescribed HHS form signed by an approved instructor. The school counselor must be notified in advance if pursuing this option.*

Please note that graduation credits are awarded only for those who elect to take the HHS course in physical education. No credits will be awarded for any options that take place outside the school day, nor can any out-of-school option count towards the structured learning time mandate.

### **054 PHYSICAL EDUCATION** Grade 9 - 2.5 credits

### **033 INTRODUCTION TO YOGA AND MEDITATION** Grade 10-12 – 2.5 credits

This course is a practical and comprehensive introduction to yoga and mindfulness practice. Meditation and yoga postures will be explained and practiced at length so students can learn proper alignment and recognize how their body responds to pose while gaining strength and flexibility in their body and mind. By the end of the course, students will understand how to use mindfulness tools that have a down-regulating effect on their nervous system. This course fulfills the physical education requirement for students in grades 10-12.

### **034 TEAM SPORTS AND LIFETIME GAMES** Grade 10-12 - 2.5 credits

This course will give students the opportunity to continue their HHS physical education experience in a fun and active environment. Students will participate in an assortment of team and partner-orientated games throughout the semester. Aside from the daily physical benefits of participating in class, students will benefit from being regularly engaged in activities that develop leadership, teamwork, sportsmanship, and cooperation. This course fulfills the physical education requirement for students in grades 10-12 and can be repeated for credit with the approval of the instructor.

## SCIENCE

The secondary science program features a diverse array of offerings designed to foster scientific literacy in the biological, earth, and physical sciences. Middle school science courses offer an introduction to the formal study of science and provide a solid foundation for further studies at the high school level. High school science courses are offered with a number of purposes in mind, beyond meeting MCAS benchmarks and related graduation requirements. Such goals include development of scientifically literate citizens, preparation of students for college level study in science, development of personal interests, and exploration of STEM careers and pathways. The following chart outlines typical science course sequences, culminating in interest-driven elective choices during junior and senior year.

### The Interdisciplinary Nature of Science and Math

Due to the interdisciplinary nature of science and math, several science courses, particularly in the domains of chemistry and physics, include a math prerequisite. Science teachers do weigh student performance in both science and math when making science course recommendations and may consult with math teacher colleagues to make the most informed recommendation.

Level	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 11-12 Electives
L1/L2	7 Advanced Science	*8 Advanced Science	Biology (MCAS)	*Chemistry	*Physics	AP Biology *AP Chemistry *AP Physics AP Environmental Science Anatomy & Physiology Greenhouse Botany Environmental Science Biotechnology Electronics Independent Study
L3/L4	7 US/S Science	8 US/S Science	Integrated Science	Biology (MCAS)	*Chemistry	*Physics Oceanography Greenhouse Botany Environmental Science Biotechnology Electronics Independent Study AP Environmental Science

\*Indicates science courses for which there is a math prerequisite.

### 506M GRADE 6 SCIENCE

Grade 6 students will investigate the physical world through hands-on inquiry, labs and activities. Students will investigate how energy is transferred through waves, measure the force of invisible magnetic fields, learn to build a circuit, design an electromagnet, and explain the energy transfers that make it all possible. Students will also investigate basic concepts of motion and explore chemistry concepts such as density, mixtures and atomic structure. Student performance will be evaluated through a variety of modes including lab write-ups, individual projects and formal assessments.

### 501M STEM/LITERACY LAB—Grade 6

Grade 6 students will participate in a STEM (Science, Technology, Engineering and Math) exploratory program that

meets twice during each four-day cycle for the full year. Students will apply STEM skills and the engineering design process to a variety of project-based experiences including applying principles of material science to “real world” scenarios: designing a mountaineering jacket, learning to code in JavaScript, and applying thermodynamic principles to a design challenge.

### 505M STEM - Grade 7/8

In this elective course, students will build on skills fostered in Grade 6 STEM Lab, applying the engineering design process to a variety of project-based experiences. Students will engage in “real world” problem solving including: engineering a sustainable environment, designing biomedical devices, and developing computer apps.

**502M GRADE 7 SCIENCE****503M** Level 2, 3, 4**504M**

This course introduces the student to the essential concepts of biology, including cell parts and processes, genetics, evolution, ecology and an introduction to human anatomy and physiology. Hands-on lab activities and scientific inquiry are central to student learning of life science concepts. Supporting reading and class discussions will help students reinforce and deepen understanding. Levels may be combined with differentiated grading.

**522M GRADE 8 SCIENCE****523M** Level 2, 3, 4**524M**

In this course, concepts in physical science and earth science are developed through active engagement with science and engineering practices. Learning through laboratory work and problem solving is emphasized to help students learn how to examine and analyze data to interpret meaning and then to construct explanations for observed phenomena using evidence. Level 2 is a rigorous and faster-paced course, requiring well developed study skills and a strong math background. Levels 3 and 4 offer more support while still emphasizing the skills, techniques and tools necessary for authentic scientific pursuit.

**533 INTEGRATED SCIENCE** Grade 9-5 credits Level 3**534** Level 4

This course provides an introduction to major concepts in physics, chemistry and biology and explores some areas of current technology. Laboratory and other project-based learning experiences are utilized to help students to understand fundamental scientific principles and apply science skills and experimental design. Through integrated studies, students will explore forces, energy and work, examine the composition, structure, properties and reaction of matter, and investigate the chemistry of life and cell processes.

**542 BIOLOGY I**

Grade 9 - 5 credits - Level 2

*Prerequisite: B or better in Grade 8 Adv. Sci. (Level 2) and departmental recommendation.*

This course is designed to challenge incoming freshmen ready to undertake the most rigorous of the Biology I curricula taught at the advanced level. Students are expected to read independently, be self-motivated, and be able to identify, analyze and solve problems at an advanced pace. Major units studied include cell biology, ecology, biochemistry, genetics, evolution, biodiversity of organisms, and human anatomy and physiology. Lab activities and hands-on exercises are an integral part of the course. All students will take the Biology MCAS exam at the end of the year.

**543 BIOLOGY I** Grade 10 - 5 credits - Level 3**544** Level 4

This course introduces fundamental concepts of biology and is designed to meet the needs of all learners. Topics include

chemistry of living things, cell biology, genetics, evolution, biodiversity, anatomy and physiology, and ecology. Students will be engaged in class discussions, laboratory experiments, and other hands-on activities to help emphasize concepts. Students will identify, analyze and solve problems, and develop their inquiry skills to help them become better decision makers. All students will take the Biology MCAS exam at the end of the year.

**552 CHEMISTRY**

Grades 10-12 - 5 credits - Level 2

*Prerequisite: B- in Algebra I (Level 2) and Geometry (Level 2); B- in Biology I (Level 2) and departmental recommendation required; concurrent enrollment in L2 Algebra II*

Honors chemistry is designed to challenge advanced science students, as evidenced by prior success in L2 science (Biology) and mathematics (Level 2 Algebra I and L2 Geometry). Due to the quantitative nature of the course, mastery of Algebra I is essential and students should take Level 2 Algebra II concurrently with chemistry. This course prepares students for college (or AP) chemistry and for other high school science courses. Core topics include atomic theory, stoichiometry, chemical reactions, and kinetics. Most topics are reinforced through evidence gathered in labs. Students need to learn many chemical facts and concepts and apply them to new situations. The course material is cumulative and will require a significant time commitment.

**553 CHEMISTRY**

Grades 10-12 - 5 credits - Level 3

*Prerequisite: C- or better in Algebra-Quadratic Emphasis or B- or better in Algebra-Linear Emphasis and departmental recommendation. Concurrent study of Algebra II--Quadratic emphasis is strongly recommended.*

This introductory college-preparatory course provides a comprehensive chemistry curriculum, preparing students for future science courses at the high school and undergraduate levels. The fundamental concepts of chemistry, including states of matter, atomic structure, bonding, chemical reactions, thermodynamics, acid based chemistry, and electrochemistry, are presented in a practical format with appropriate lab activities. Laboratory inquiry and problem-solving techniques are stressed.

**562 PHYSICS**

Grades 11-12 - 5 credits - Level 2

*Prerequisite: Departmental recommendation and concurrent study of L2 Pre-Calculus*

This course is based on curriculum materials which present a conceptual framework of contemporary physics. It is designed to illustrate how physical knowledge is acquired experimentally and woven into physical theory. Throughout the course, there is an integration of fundamental principles with present day applications in the sciences and technology. Topics include mechanics and thermodynamics; waves and optics; and electricity and magnetism. A thorough understanding and facility in algebra, geometry and simple trigonometry is essential.

### 563 PHYSICS

Grades 11-12 - 5 credits - Level 3

*Prerequisite: C or better in Algebra II with Trigonometry and departmental recommendation*

This is an introductory course in physics in which fundamental concepts and theories are developed. The course includes a study of mechanics, electricity, magnetism, and light. Lectures, problem solving, and laboratory exercises are used to develop, amplify, and illustrate the applications of the fundamental concepts of physics. Students electing this course should have successfully completed courses in algebra, geometry, and chemistry. The concurrent study of pre-calculus is recommended.

### 572 ELECTRONICS I

Grades 11-12 – 5 credits – Level 2

*Prerequisite: C or better in L2 Chemistry and departmental recommendation*

This course is designed to challenge students and provide a conceptual framework of electricity and modern electronics. The course illustrates how electrical principles are derived experimentally, with an emphasis on quantitative analysis. The course is laboratory oriented, with detailed study and practice in the use of test instruments for examining the characteristics of direct and alternating current circuits, active devices, semiconductors, robotics and LEED design. Instruments studied include electronic volt-ohm-milliammeter, oscilloscope, F.R. signal generator, digital multimeter and equipment that measure environmental impact building design issues.

### 573, 574 ELECTRONICS I

Grades 11-12 – 5 credits – Levels 3, 4

This course is designed to provide experiences that will lead to a basic knowledge of electricity - electronics in the modern world. The course is laboratory oriented, with a detailed study and practice in the use of test instruments for examining the characteristics of direct and alternating current circuits, semi-conductors, and robotics. Instruments studied include electronic volt-ohm-milliammeter, oscilloscope, F.R. signal generator, and digital multimeter.

### 576, 577 ELECTRONICS II

Grade 12 - 5 credits - Levels 2, 3

*Prerequisite: Grade of C- or better in Electronics I or concurrent study of physics*

This course is a study of the theory and application transistor and solid state circuits along with an introduction to digital electronics. Topics include communication systems, Boolean arithmetic, transistor logic, fiber optics, computers and robotics. Advanced troubleshooting techniques using the oscilloscope are a basic part of the program. Project construction makes use of CAD, soldering, and printed circuit board techniques.

### 546 AP BIOLOGY

Grade 12 - 6.25 credits - Level 1

*Prerequisite: Completion of L2 biology and L2 chemistry with B- or better (required); completion of L2 physics strongly recommended*

AP Biology is recommended for students planning to pursue a college major in biology or a science-related field. Science practices emphasized include data analysis, statistical hypothesis testing, and experimental design. Students evaluate novel biological scenarios as presented in case studies as well as sophisticated models showing biological processes. Topics studied include biochemistry, cellular function and energetics, genetics and DNA function, evolution, and ecology. All AP students will be scheduled for two additional laboratory classes per seven day cycle. AP students are required to take the AP examination, for which there is a fee.

### 555 AP CHEMISTRY

Grade 11 or 12 - 6.25 credits - Level 1

*Prerequisite: Final grade of B or better in L2 chemistry and departmental recommendation; concurrent study or completion of pre-calculus (required).*

This course is designed to be the equivalent of a general first year, college level, chemistry course. The curriculum follows CEEB guidelines and includes laboratory experiments representing the key areas of chemical measurement and analysis. In-depth topics include: the structure of matter, the kinetic theory, chemical equilibrium, thermodynamics, and reaction kinetics. All AP students will be scheduled for two additional laboratory classes per seven day cycle. AP students are required to take the AP examination, for which there is a fee.

### 566 AP PHYSICS

Grade 12 - 6.25 credits - Level 1

*Prerequisite: Departmental recommendation, B in L2 physics, and concurrent study of AP Calculus*

This course is the equivalent of a freshman college course and culminates in the CEEB Examination in Advanced Placement Physics. Approximately one-half of the year is devoted to classical mechanics and the remainder is devoted to classical electricity and magnetism. The use of calculus in problem solving and in derivations is expected to increase as the course progresses and is freely used in formulating principles and in solving problems. All AP students will be scheduled for two additional laboratory classes per seven day cycle. AP students are required to take the AP examination, for which there is a fee.

### 567 AP ENVIRONMENTAL SCIENCE

Grade 11 or 12 - 6.5 credits - Level 1

*Prerequisite: Completion of L2 Biology I and L2 Chemistry with a B- or Better OR Completion of L3 Biology I and L3 Chemistry with an A- or Better*

This course is the equivalent of a first-year college course and culminates in the College Entrance Examination Board (CEEB) Examination of Advanced Placement in Environmental Science. The curriculum follows CEEB guidelines and includes science practices that emphasize data

analysis and experimental design. This course will provide students with scientific principles, concepts, and methodologies that are required to understand the relationships of the natural world, identify and analyze environmental problems, and evaluate relative risks associated with these problems. This course includes a strong laboratory and field investigation component. All AP students will be scheduled for two additional laboratory classes per seven-day cycle. AP students are required to take the AP examination, for which there is a fee.

## **582 ANATOMY & PHYSIOLOGY**

Grade 12 - 5 credits - Level 2

*Prerequisite: Departmental recommendation*

This course studies the major human organ systems with the objective of providing students with an advanced understanding of the structure and function of the human body. The course objective is to prepare students who plan to pursue biomedical degrees in college, but the course will also appeal to those who want a deeper understanding of the functioning of their organ systems at both the micro and macroscopic level. Students will carry out hands-on laboratory activities (blood pressure, reflex hammer, EKG, vision tests, microscope investigations), analyze models of regulatory mechanisms, and explore current research in scientific journals. Students will also analyze case studies and explore the mechanisms behind human disease. The material is presented at the honors level and assumes prior coursework in biology, chemistry, and physics.

## **580, 581 BIOTECHNOLOGY for the 21st CENTURY**

Grades 11, 12 – 5 credits – Levels 2, 3

*Prerequisite: Biology I*

This inquiry-based course challenges students to apply biological concepts and techniques in the context of the rapidly evolving fields of biotechnology and forensic science. Using a case-study approach, students will apply key concepts of biology, with an emphasis on molecular biology, to real world scenarios. Utilizing modern biotechnology tools and techniques such as gel electrophoresis, restriction enzymes and genetic transformations, students will apply the process of scientific inquiry through problem solving, data interpretation and analysis. Students will also debate and discuss ethical issues associated with the field of biotechnology.

## **586, 587 ENVIRONMENTAL SCIENCE**

Grades 11, 12 - 5 credits - Levels 2, 3

*Prerequisite: Biology I*

The goal of this course is to provide students with principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary. It embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students should be willing to participate in outdoor field studies.

## **597, 598 OCEANOGRAPHY**

Grades 11, 12 - 5 credits - Levels 3, 4

*Prerequisite: Biology I*

Oceanography is an interdisciplinary course that integrates biology, chemistry, physics, and geology to study the world's oceans. Contemporary marine issues including fishery science, red tides, marine pollution, interdependence of oceanic species, the role of the ocean in climate change, and sustainability of ocean resources drive the curriculum.

Students are expected to utilize differentiated assignments to build a portfolio for each unit consisting of notes, homework, lab reports, individual and group activities, and term projects.

## **599 GREENHOUSE BOTANY**

Grades 10, 11, 12 – 2.5 credits - Levels 2, 3, 4

*Prerequisites: Biology I*

This semester-long course (offered during Semester I) will provide students with an opportunity to explore the fundamentals of greenhouse horticulture and plant propagation through hands-on, project-based lab experiences. Students will employ a variety of methods of plant propagation, such as organic gardening, hydroponics and aquaponics, to explore plant anatomy, physiology, classification, evolution and genetics. Students will research case studies that highlight the interplay of plants and society, and will consider the social and environmental impact of various methods of crop production.

## **599IS GREENHOUSE INDEPENDENT STUDY**

Grades 10, 11, 12 – 2.5 credits --unleveled

*Prerequisites: Greenhouse Botany*

This independent study will be offered during Semester II for botany students who wish to further their studies by conducting research projects in the campus greenhouse. Students will employ a variety of methods of plant propagation, such as organic gardening, hydroponics and aquaponics, to explore plant anatomy, physiology, classification, evolution and genetics. Independent field projects may be conducted in conjunction with community partners, including Cohasset Center for Student Coastal Research and the North South River Watershed Association.

## **595IS FIELD SCIENCE INDEPENDENT STUDY**

Grades 10, 11, 12– 1 credits --unleveled

*Prerequisites: Completion of Biology I & Departmental Recommendation*

This summer independent study will be offered to any student who wishes to further their studies by conducting local watershed research projects off-campus through one of the various local watershed organizations including, but not limited to the *Cohasset Center for Student Coastal Research*, *Weir River Watershed Association*, etc. These watershed-based research projects will engage students directly in hands-on learning opportunities that will require students to collect, organize, analyze, and assess a variety of data that primarily (but not exclusively) focus on coastal habitats. Unleveled course credit - not factored into GPA - is granted only to students who maintain a scientific journal that demonstrates the application of knowledge and skills learned, and completed a minimum of 25 hours of combined fieldwork, lab analysis, and report writing.

## SOCIAL STUDIES

The primary goal of the social studies department is to prepare students to be active and contributing citizens in the local, regional, national, and international communities. 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 diversity. Finally, we hope to foster in students the enthusiasm to become lifetime readers and learners in the social sciences in order to enrich their lives. All courses reflect the Massachusetts History & Social Science Curriculum Framework and address Student Learning Expectations 1, 2, 3, 4, 5, 6, and 7.

### The sequence of social studies courses is as follows:

- Grade 6** World Geography & Cultures I
- Grade 7** World Geography & Cultures II - Levels 2, 3, 4
- Grade 8** U.S. History & Civics - Levels 2, 3, 4
- Grade 9** Required course: World History I - Levels 2, 3, 4
- Grade 10** Required course: World History II - Levels 2, 3, 4  
*or* Advanced Placement World History - Level 1
- Grade 11** Required course: United States History - Levels 2, 3, 4  
*or* Advanced Placement United States History - Level 1  
Elective courses - heterogeneous groups - Levels 2, 3, 4 in the same class:  
- American Political System, Economics, Holocaust & Human Behavior, International Affairs, Sociology  
- Internship at Hingham Historical Society (unleveled)
- Grade 12** Advanced Placement European History - Level 1  
Elective courses - heterogeneous groups - Levels 2, 3, 4 in the same class:  
- American Political System, Economics, Holocaust & Human Behavior, International Affairs, Psychology, Seminar in History, Sociology  
- Internship at Hingham Historical Society (unleveled)

### **206M WORLD GEOGRAPHY & CULTURES I**

Grade 6

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 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.

### **202M, 203M, 204M WORLD GEOGRAPHY & CULTURES II**

Grade 7 - Levels 2, 3, 4

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 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.

### **212M, 213M, 214M U.S. HISTORY & CIVICS**

Grade 8 - Levels 2, 3, 4

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.

### **222, 223, 224 WORLD HISTORY I**

Grade 9 - 5 credits - Levels 2, 3, 4

World History I is part of a two-year world history study. The curriculum of World History I emphasizes the major legacies of global civilizations. One of the overarching goals of the course is for students to develop the critical and analytical skills to detect the patterns, acculturation, and interdependence between these great world civilizations. The time frame of the course starts with an introduction on the legacy of Mesopotamia and other early river valley civilizations. Drawing on the essential themes that emerge from this unit, students will then apply those themes to analyze the legacies of the major global civilizations in Asia, Africa, and Europe from 3000 B.C.E. to 1815 C.E. In addition to the historical content, research and writing skills, including document-based question (DBQ) essays and a formal research paper, are key components of the course.

### **231 A.P. WORLD HISTORY**

Grade 10 - 5 credits - Level 1

*Prerequisite: Departmental approval*

This is a course of study equivalent to an introductory college course in world history covering the period from 8000 B.C.E. to the present. As such, a considerable amount of writing and independent reading is expected. A.P. World History is designed to develop greater understanding of the evolution of global processes, contacts, and interaction of different types of human societies. Based on the College Board's A.P. World History Curriculum Framework, the course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies from ancient civilizations to the present in Asia, Africa, Europe, and the Americas. In addition to a summer assignment, students will complete a fully documented independent research paper and will be required to take the A.P. exam in May, for which there is a fee.

### **232, 233, 234 WORLD HISTORY II**

Grade 10 - 5 credits - Levels 2, 3, 4

The Grade 10 World History II course serves an important role in the sequence and structure of the Hingham social studies program and the Massachusetts Social Science Framework. After the study of ancient civilizations in World History I, World History II examines world history from the Industrial Revolution through the present, with an increasing emphasis on the non-Western world, global interdependence, and other challenging global issues. Distinctive cultural, political, and economic contributions of major world regions are emphasized, and history is used as a vehicle to illuminate these contemporary problems and issues. The social studies department's focus on research and writing skills continues in this course.

### **241 A. P. UNITED STATES HISTORY**

Grade 11 - 5 credits - Level 1

This course is offered to those juniors interested in doing college-level work with the possibility of earning college credit. Beginning with a summer assignment, this is a college survey of U.S. history from pre-Columbian societies to the post-Cold War era. Based on the College Board's A.P. U.S. History Curriculum Framework, the course requires students to not only be able to build factual knowledge but also to use it as a basis for critical analysis of multiple historical perspectives and change over time. Extensive reading and analysis of primary and secondary sources prepare students for a seminar approach to learning. Writing is a major component of the course and helps prepare students for success on the A.P. U.S. History exam in May. This exam, for which there is a fee, is a required commitment by all students taking the course.

### **242, 243, 244 UNITED STATES HISTORY**

Grade 11 - 5 credits - Levels 2, 3, 4

This course is a study of United States history from 1492 to the present. The course begins with a review of key content and concepts from early United States history, including the U.S. Constitution. 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.

### **251 A.P. EUROPEAN HISTORY**

Grade 12 - 5 credits - Level 1

This full-year course is offered to those seniors interested in doing college-level work with the possibility of college credit. This is a college survey of European history from the Renaissance to the present. The emphasis is equally divided on political/military, economic/social, and cultural/economic topics. A.P. European History also takes a humanities approach by integrating art, music, philosophy, economics, and political science into its study of European civilization. The course requires extensive reading and analysis of both primary and secondary sources, and a seminar approach to learning is emphasized in class. The course also prepares students for success on the A.P. European History exam in May by focusing on appropriate analytical skills, such as analysis of documents and essay writing. Writing is a major component of the course, including a summer assignment. The A.P. exam, for which there is a fee, is a required commitment by all students taking the course. *(This course will fulfill one course requirement for the GCP Certificate Program).*

### **252, 253, 254 ECONOMICS**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

This one-semester course is a practical introduction to the American economic system. Students will learn the basic theories and practices of the free enterprise system. They will gain an understanding of the economic factors that drive the market system, such as supply and demand, prices, money and banking, taxes, the investment world, and government efforts to foster economic stability. Students will be involved in many hands-on economic simulations. As a major project, students will create a diversified investment portfolio appropriate for a particular investor. *(This course will fulfill one course requirement for the GCP Certificate Program).*

### **262, 263, 264 AMERICAN POLITICAL SYSTEM**

Grades 11-12 - 2.5 credits Levels 2, 3, 4

This course is a one-semester elective that focuses on the study of American government and highlights topics in modern-day America. The course is designed to provide an in-depth look at the American political and legal systems and make connections between them and the current issues facing the United States today. Students will analyze the dynamics of national and state elections, and will also study topics of current national interest, such as religion and the state, controversial court decisions regarding amendment rights, the role of the media in America, and gender issues. Discussion and debate are key components to a successful understanding of the course. Writing, study skills, and oral / group presentation skills are emphasized, and there is a strong commitment to high academic standards.

## **272, 273, 274 SOCIOLOGY**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

Sociology is a one-semester elective offered to juniors and seniors interested in examining the role of groups and the behavior of individuals within those groups. Special attention is given to the fundamental question, "To what extent are an individual's actions shaped by society?" In addition, they will examine the role of race, class, and gender in American society by critically studying both sociological writing and current events. Students will gain an increased understanding of how they fit in their society, and the ways that group decisions of all types impact the lives of individuals. The sociological perspective offers students valuable insights into the forces that make us "who we are." It allows students to gain a broader perspective on their own lives and the lives of others.

## **275, 276, 277 PSYCHOLOGY**

Grade 12 - 2.5 credits - Levels 2, 3, 4

Psychology is a one-semester elective offered to seniors. The class is a practical introduction to the study of human behavior. Students will learn the basic theories of the major psychologists, as well as gain an understanding of how human behavior affects daily life functions. Students who choose to enroll in this course will cover topics pertaining to stress, personality, the brain, sensation and perception, learning, gender, and mental disorders. Students will view video clips and documentaries, and will read articles, some of which may contain strong language or cover sensitive topics such as racism, sexism, sexuality, and effects of mental disorders. There will be critical, creative, and research-based writing assignments and discussions in response to the topics covered in class. Students will be required to work in group settings and discuss psychological topics at length in class.

## **282, 283, 284 INTERNATIONAL AFFAIRS**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

International Affairs is a one-semester elective for upper-classmen who are interested in world affairs and the role of the United States. Inquiry and discussion are valued and emphasized. The curriculum focuses on long-term global crises, as well as the continuing global war on terrorism. The content is flexible as current world affairs are unpredictable. *(This course will fulfill one course requirement for the GCP Certificate Program).*

## **290, 291, 292 HOLOCAUST& HUMAN BEHAVIOR**

Grades 11-12 - 2.5 credits - Levels 2, 3, 4

This one-semester course offers an in-depth study of the genocide of Jews and other targeted groups by the Nazi regime. Through this investigation, students will uncover lessons on human behavior regarding issues such as identity, bias, stereotyping, racism, and antisemitism. Using a variety of primary and secondary sources through a mix of media, students will study the events leading to the Holocaust and attempt to explain how such unthinkable events could occur. *(This course will fulfill one course requirement for the GCP Certificate Program).*

## **286, 287, 288 SEMINARS IN HISTORY**

Grade 12 - 2.5 credits - Levels 2, 3, 4

*(Prerequisite – United States History or AP US History)*

This one-semester course is offered to seniors as an in-depth exploration of specific themes and topics in history. Themes and topics may change from year to year, but the course will take the same format using discussion, debate, and primary and secondary source analysis. During the 2023-2024 school year, seniors may choose to take one or more of the following one-semester seminars:

### **Seminar: World War II**

This course will engage in hands-on history to learn and share the history of World War II through the stories of the fallen. Students will delve into local, state, and national archival resources to reconstruct the service history of a particular soldier. Through this research, as well as primary and secondary source reading, films, art, and literature, students will develop an understanding of the broader goals and chronology of the war, as well as the alliances and leadership of the campaigns in the European and Pacific Theaters.

*(This course will fulfill one course requirement for the GCP Certificate Program)*

### **Seminar: 20th Century American History Through Pop Culture**

This course explores what American culture says about society and, conversely, what society says about American culture. The course will highlight the ways in which people both impact and are impacted by American culture, focusing on television, film, advertising, popular music, and the internet. Students will analyze how such critical factors as ethnicity, race, gender, class, age, religion, and sexuality are shaped by and reshaped in American culture.

### **Seminar: Activism in the 20th Century: The Civil Rights Movement**

In this course students will trace the roots of racism and segregation in American history through the 1950s and then take a close look at different approaches in the fight for equality for Black Americans. After studying the history of this civil rights movement, students will explore other activist movements of the 20th century on their own. Using research skills, students will trace the origins, causes, effects, and significance of an activist movement of their choosing.

## **289 INTERNSHIP AT HINGHAM HISTORICAL SOCIETY**

Grades 11-12 - 2.5 credits - Unleveled

*(Prerequisite – Application to the department director (found on HHS Social Studies website)*

The successful applicants for this course 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.



## STUDENT SUPPORT SERVICES SPECIAL EDUCATION and ENGLISH LANGUAGE EDUCATION

Special Education Services are designed to help a student make effective progress in regular education. In order to qualify for special education services, a child must

- have a disability
- not be making effective progress due to the disability
- require specially designed instruction to make effective progress and/or
- require related services to access the general curriculum

The designated disability categories recognized by the Massachusetts Department of Education include the following:

Autism	Emotional	Neurological
Communication	Health	Specific Learning Disabilities
Developmental Delayed (only until age 9)	Intellectual	Physical
Sensory/Hearing Impaired or Deaf	Sensory/Deaf-Blind	Multiple Disabilities
Sensory/Vision Impaired or Blind		

Students with disabilities are provided with specially designed instruction, inclusive and/or individualized educational support, assistive technology resources, parent and staff consultation, related services and opportunities with which to achieve success in middle and high school as indicated by the student's Individual Education Plan (IEP). The individual education program is designed for each eligible student by the school based special education team. The individual student is also included when the student is fourteen years of age or older. The individual education plan is reviewed on an annual basis, with three year re-evaluation of eligibility occurring on a three-year cycle. Some students with disabilities may qualify for accommodations in the classroom through a 504 plan.

At Hingham Middle School, students may be assigned to one of the following courses as specified in their Individual Education Plan (IEP).

- 06 Strategies for Learning** Grades 6
- 07 Strategies for Learning** Grades 7
- 08 Strategies for Learning** Grades 8

At the high school level, special education course instruction is designed to provide an introduction to the skills needed to be a successful and independent learner. Students develop and utilize learning strategies addressed in Student Learning Expectations 1, 2, 3, 4, 5, & 7.

9<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits

Emphasis placed on organizational, reading, writing, and math skills, test preparation, and time management. Students will become aware of their own learning styles and practice effective learning strategies.

10<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits

Continued emphasis on language, math, and study skills. Students will continue to address skills in goal setting, communication, as well as self-advocacy.

11<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits Emphasis on student responsibility, effective time management, college or career exploration and preparation.

12<sup>th</sup> Grade **Strategies for Learning** 3 periods per cycle - 2.5 credits; 6 periods per cycle - 5 credits

Continued emphasis on personal academic goals including: organization, planning, effective decision making and ongoing utilization of learning strategies.

Grades 6-12: Specialized course work in English skills, math skills, and reading skills designed to achieve individual student IEP goals and benchmarks as recommended by the school special education teams

Grades 6-12: English Language Education Services (ELE) are provided as necessary upon assessment by the ELE teacher, including Sheltered English Immersion (SEI) and English Language Development (ELD).

# TECHNOLOGY ENGINEERING

(FORMERLY INDUSTRIAL TECHNOLOGY)

Working within the framework and aims of general education, Technology Engineering develops an appreciation of a variety of tools, materials and processes. Technology Engineering courses provide students with real-world, hands-on learning experiences. Consumer values and leisure time pursuits are brought to the attention of students as they are soon to be active citizens, wage earners and purchasers of the products of industry. By exposure to experiences designed to explore various trade, management and entrepreneurial experiences, academically-oriented students have the opportunity to select Technology Engineering courses which will also be of value to them in their college careers. Courses in this department address all seven HHS Student Learning Expectations

## **700M GRADE 6 EXPLORATORY PROGRAM**

Grade 6 students will participate in introductory programs related to Technology Engineering designed to provide them with an understanding and overview of the elective choices available to them in grades 7 and 8. Each class will meet once per cycle for one term.

## **701M WOOD TECHNOLOGY**

Grades 7&8 - 2 periods

This exploratory course provides the student with a basic introduction to woodworking using a variety of hands-on activities. Students will develop the necessary skills to use a variety of hand and power tools safely. By building various projects, students will be offered many opportunities to employ 21st Century skills such as critical thinking, problem solving, creativity, collaboration, teamwork, communication and self-direction.

## **702M TECHNOLOGY EDUCATION**

Grades 7&8 - 2 periods

Technology Education is designed to introduce the student to hands-on learning using the social, cultural and environmental aspects of different technologies. These include but are not limited to aerodynamics, rocketry and flight, structural design, graphic arts, communications, research and development. Students will further develop the necessary skills to use a variety of hand and power tools safely.

## **729 AUTOMOTIVE ENGINEERING AND DESIGN**

Grades 11-12 - 2.5 credits

This introductory course is for students who have had no prior experience in automotive technology and is designed to reduce the mystery surrounding basic automobile maintenance and operation. Emphasis will be placed on preventive maintenance, use of the owner's manual for the vehicle, engine and major component operation, proper use of mechanic's tools, automotive electronics, vehicle inspection/evaluation and construction. Students will gain skills in automotive technology and manufacturing engineering by designing, deconstructing and constructing a working vehicle. Students will be introduced to the engineering design process to build solutions to real world problems.

## **731 WOODWORKING TECHNOLOGY**

Grades 9-12 - 2.5 credits

This course provides students with an introduction to woodworking using a variety of hands-on activities. Students will develop the necessary skills to use a variety of hand and power tools safely. Then they will advance to a class project structure. Creativity is encouraged through the design and construction of various projects including individual, mass production and problem solving activities.

## **733 ADVANCED WOODWORKING TECHNOLOGY**

Grades 9-12 -2.5 credits

In this course, an entire semester is devoted to student-selected projects of major proportions. Students may choose to pursue areas previously experienced such as furniture making, household accessories, sports equipment, etc.; or explore completely new areas such as wood carving, laminating wood and plastics, advanced wood finishing procedures, boat building, pattern making, upholstery or the study of lumber, its products and related materials. This course may be repeated for full credit with instructor's approval.

## **732 POWER TECHNOLOGY**

Grades 11-12 - 2.5 credits

Working in small groups or individually, students will study the theory of operation and basic knowledge of complex mechanical systems. Emphasis will be on the current four stroke and two stroke gasoline engines and their lubrication, cooling electrical systems and overall construction. Also included will be a basic introduction to simple machines and the transfer of energy in a working system. Career opportunities will be examined as each area is covered. Students will be introduced to the engineering design process to build solutions to real world problems.

## **743 ADVANCED POWER TECHNOLOGY**

Grade 12 - 2.5 credits

Grade 12 - 2.5 credits

Power Technology will continue with the theory and repair of a four cycle engine begun in Power Technology. Studies will include but are not limited to electronic diagnosis and tune-up procedures, compression tester, spring compressors, fuel systems, steering & suspension, charging systems and ignition systems. Also included will be advanced robotics exploring sensor control and advanced programming. Future

schooling/employment possibilities will be explored throughout this course. Students will be introduced to the engineering design process to build solutions to real world problems.

#### **744 ENGINEERING AND ROBOTICS**

Grades 9-12 - 2.5 credits

In this course, students will explore the process of computer based controlled systems from automation to remote controls. Critical thinking skills are developed and reinforced as students are required to fabricate and test solutions to engineering challenges. Students will be challenged to invent, innovate and problem solve as they build and program autonomous and remote controlled devices. Students often join Hingham's US FIRST Competition Robot for an annual competition but it is not required. Students will be introduced to the engineering design process to build solutions to real world problems.

#### **751 TECHNICAL DRAWING I**

Grades 9-12 - 2.5 credits

This course is an introduction to mechanical and architectural drawing. Mechanical drawing will explore geometry in drafting, line technique, dimensioning and pictorial drawings that include orthographic projections. Architectural drawing will include kitchen bath design and residential floor planning. Students will use paper, pencil and computer assisted design (CAD) for their drawings.

#### **752 TECHNICAL DRAWING II**

Grades 9-12 - 2.5 credits

*Prerequisite: successful completion of Technical Drawing I*  
This course continues to develop students' abilities in mechanical and architectural drawing. Mechanical drawing will include sectional views, hidden views and shop drawings. Students will explore the design process, use problem solving and engineering techniques. Architectural drawing will include drawing a full set of house plans (2000 sq. ft.) per scale. Students will design door, window and electrical schedules. Plot plans with utilities will be explored. Most drawings will be done on CAD.

#### **753 TECHNICAL DRAWING III**

Grades 10-12 - 2.5 credits

*Prerequisite: successful completion of Technical Drawing I & Technical Drawing II*

This advanced course expands the knowledge base and skills developed in the previous two technical drawing courses. Mechanical drawing will explore advanced geometry, threads, fasteners and perspective drawings. Architectural drawing will involve residential floor planning along with plot planning and housing development. Light commercial building will be explored. Most drawings will be done on CAD.

#### **781 GRAPHIC DESIGN I**

Grades 9-12 - 2.5 credits

This is a one-semester introduction to graphic design. Students will use applications that are part of the Adobe Creative Cloud to create work that shows the four elements of balanced design. Projects include logo design, corporate identity system

and event posters. Attention will be placed on visual hierarchy and overall composition. No previous knowledge of software, devices or computers is required. To see examples of work from this course, please visit: [www.eschauzier.com/gallery](http://www.eschauzier.com/gallery)

#### **782 PHOTOGRAPHY I**

Grades 9-12 - 2.5 credits

This is a one-semester introduction to digital photography. Students will use Canon Digital SLR cameras, learning how to manually expose and shoot photographs. Students will develop a photographic workflow that includes importing photographs to the computers in the Graphic Design/Photo Lab. Students will learn how to edit and manipulate their images using Adobe Photoshop and Adobe Lightroom. Composition, the 8 visual elements of photography and technical aspects of camera functionality will all be covered. Students in this course will compete in the popular thematic Photo of the Week competition with all other photography students in every other photography course. These photographs will be critiqued weekly. No previous knowledge of software, devices or computers is required. To see examples of work from this course, please visit: <http://www.eschauzier.com/gallery>

#### **783 PHOTOGRAPHY II**

Grades 10-12 - 2.5 credits

*Prerequisite: successful completion of 782 Photography I*  
Photography II is a course that builds on the skills learned in Photography I. With classwork assignments, we will concentrate on technical knowledge, leading students to become experts in camera functionality and to try things they may not have otherwise with software applications such as Adobe Photoshop and Adobe Lightroom. Students in this course will compete in the popular Photo of the Week competition with all other photography students in every other photography course. These photographs will be critiqued weekly. As the course progresses, the subject matter becomes more conceptual in nature, with students solving assignment topics (problems) with photography (instead of traditional answers). By completing projects that are more theoretical in nature, students will begin to have a true artistic voice. To see examples of work from this course, please visit: <http://www.eschauzier.com/gallery>

#### **784 GRAPHIC DESIGN II**

Grades 10-12 - 2.5 credits

*Prerequisite: successful completion of 781 Graphic Design I.*  
Students build upon what is learned in Graphic Design I to begin creating and designing more complex items which will include incorporating photography into their graphic design work. Poster design, packaging design, advertising and logos are all covered more in-depth. To see examples of work from this course, please visit: [www.eschauzier.com/gallery](http://www.eschauzier.com/gallery)

**785 GRAPHIC DESIGN & PHOTOGRAPHY III**

Grade 12 - 5 credits

*Prerequisite: A- average or better in any combination of three Graphic Design & Photography courses.* Students in this course will compete in the popular Photo of the Week competition with all other photography students in every other photography course while still handling a design-based workload as well. These photographs will be critiqued weekly. During the second semester, students will establish their own collection of work which culminates with the Advanced Art Student Show. To see examples of work from this course, please visit: [www.eschauzier.com/gallery](http://www.eschauzier.com/gallery)

**790 CONSTRUCTION TECHNOLOGY**

Grades 10-12 - 5 credits, 2 blocks, 1 Semester

**791 CONSTRUCTION TECHNOLOGY**

Grades 10-12 - 15 credits, 3 blocks, Full Year

**792 CONSTRUCTION TECHNOLOGY**

Grades 10-12 - 10 credits, 2 blocks, Full Year

A student selecting this program will spend a portion of the school day at an off-campus site in a supervised work/training experience. During the second half of the school day, the student will fulfill the rest of his/her/their required credits at Hingham High School. Construction Technology will provide an opportunity to explore a wide range of construction skills in trades such as architectural design, carpentry, electricity, welding, sheet metal fabrication, machine shop, interior design, and decorating. Hands-on experiences will be offered, and students will assist in the renovation of structures and other construction projects. [www.eschauzier.com/gallery](http://www.eschauzier.com/gallery)

## WORLD LANGUAGE

Spanish is taught to all students in the elementary schools in kindergarten through grade five once per six-day cycle. In grade six students have the opportunity to continue with Spanish or choose French, but must continue with the language selected through grade eight. In grade nine students again have the opportunity to elect one or more of the four World Language courses offered at the high school: Chinese, French, Latin, and Spanish. Hingham High School has a two-year World Language graduation requirement, which requires students to complete two years of study in the same language. The World Language program adheres to the principles as defined in the Massachusetts World Languages Curriculum Framework that “sets the expectation that all students will become proficient in at least one language in addition to English by the time they graduate from high school. It is recommended that students begin their language studies in the elementary grades and continue to study one or more languages throughout middle and high school.” There is a minimum requirement of two years of World Language study for entrance into Massachusetts state colleges, and most competitive liberal arts colleges and universities look for three or more years of study in the same language. Therefore, we advise students to elect the same World Language for the longest possible sequence of study. For the serious language student, the department recommends the election of a second language.

All courses in the world language department address all HHS Expectations for Student Learning.

### Goals and Objectives

The department is guided by two main objectives: 1). The development of students’ language proficiency and 2). The preparation of global citizens. Language proficiency is measured based on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency levels, and each course has a designated proficiency target. All modern language courses are conducted in the target language 90+% of the time, as is recommended by ACTFL and the Massachusetts Department of Education. Students develop the skills of listening, speaking, reading, and writing along with an appreciation and understanding of a culture different from their own.

In Latin the goal is for students to be able to read, understand, and interpret passages written by ancient authors, as well as recognize and reproduce spoken Latin excerpts.

To support the language program there are active World Language clubs, cultural trips, visits from native speakers, and excursions to local points of interest.

Targeted proficiency levels, based on the Massachusetts DESE World Language Frameworks and ACTFL proficiency scale, are as follows:

	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Vocabulary</b> What language do I use?	I can use a limited number of words and phrases for common objects and actions, but they are repetitive	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words and expressions from a wide variety of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.
<b>Function and Structure</b> How do I use language?	I can use words, phrases, and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to complete original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.
<b>Comprehensibility</b> How well am I understood doing the task?	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.
<b>Comprehension (Interpersonal)</b> How well do I understand?	I can understand some simple questions and statements. I frequently need to hear things again.	I can understand simple questions and statements. Sometimes I need to hear things again.	I can understand questions and statements. Sometimes I need to hear things again.	I can understand questions and statements from real-life situations which may take place face-to-face or electronically.

## Assessment

Students must demonstrate a knowledge and understanding of the language and culture studied. This is achieved through formative and summative assessments. Students who select a modern language will be assessed on their ability to understand, speak, read, and write the chosen language and demonstrate an understanding and appreciation of its culture. Students selecting Latin will be assessed on their ability to read and understand the language and demonstrate an appreciation of the culture of ancient Rome. The study of a world language is a progressive skill. The responsibility for attaining proficiency ultimately lies with the student. Students are encouraged to set goals and monitor their progress toward meeting course proficiency targets.

## Language Laboratory

The Language Lab at the high school and the language lab at the middle school are fully digital language learning systems. The technology is used for both storage and transmission of information, making it faster and easier to access, retrieve, or archive audio, video, and data files. It provides a multi-media based, open learning environment where teachers and students can easily share course materials and work together or independently to develop language proficiency.

The software toolset in the Language Lab allows teachers to create multimedia lessons and assessments. The lab is also available to language students during their studies for make-up work or completion of assignments that require the unique use of the Language Lab.

## Massachusetts State Seal of Biliteracy

Students at Hingham High School are eligible to participate in the Massachusetts State Seal of Biliteracy. The Seal of Biliteracy is granted upon a student's graduation and is for any student who demonstrates proficiency in English and any other language, whether they speak the non-English language at home or learned it at school or in the community. The State Seal of Biliteracy aims to:

- (a) Encourage students to study and master languages;
- (b) Certify attainment of biliteracy skills;
- (c) Recognize the value of language diversity;
- (d) Provide employers with a method of identifying people with language and biliteracy skills;
- (e) Provide universities with a method to recognize and give credit to applicants for attainment of high level skills in languages;
- (f) Prepare students with skills that will benefit them in the labor market and the global society; and
- (g) Strengthen intergroup communication and honor the multiple cultures and languages in a community.

In order to earn the Seal of Biliteracy, students must demonstrate proficiency in English by attaining the target score set by Massachusetts DESE on the MCAS exam, and demonstrate at least an intermediate high level of proficiency in a second language.

Seniors studying French, Spanish, Chinese, or Latin will be tested in their World Language class using the STAMP proficiency test. Students seeking to earn the Seal in another language, or who are not enrolled in a World Language class this year, should contact the World Language Department Director, Ms. Pollard, to make arrangements for assessment.

## Course Prerequisites

Because of the cumulative nature of language learning, the department maintains the following requirements for students moving to the next level of language study. To be recommended for an A.P. course, a grade of A- in a level 2 course and the teacher recommendation are required. A grade of A - in a level 3 course and teacher recommendation are required to be recommended for a level 2 course. A final average of B- is needed to continue in a level 2 course. To continue in a level 3 course, a final average of C- is required. These policies ensure that all students are appropriately challenged and supported in their studies.

# CHINESE

## 303M CHINESE IA

*Grade 7*

The fundamental skills of listening, speaking, and cultural understanding are developed along with the skills of reading and writing. Students will be immersed in authentic communicative tasks and activities. Students will learn both pinyin (the official phonetic system) and simplified character formation, and will learn to communicate in a variety of real-life situations. Students will also learn about life in Chinese-speaking countries and how it compares to their own lives. Students are required to achieve a grade of C- and

demonstrate novice mid proficiency at the end of the year to progress to Chinese 1B in grade 8.

## 302M CHINESE 1B

*Grade 8*

This course will build on the foundation built in Chinese 1A. Students build upon the skills of listening, speaking, reading, writing and cultural understanding developed in 1A and reach a novice high proficiency level. Students at this level can use familiar words and phrases to communicate about familiar topics. They communicate in simple sentences and can mostly

be understood by someone accustomed to a language learner. Students will develop the ability to read and write both pinyin and simplified characters, and to navigate simple communicative tasks in Chinese. Students are required to achieve a C- average and demonstrate novice mid proficiency at the end of the year to continue with Chinese II.

### **352 CHINESE I**

Level 2 - 5 credits

Students in this course will develop proficiency in listening, reading, writing, speaking, and develop intercultural understandings in order to communicate effectively. Students will learn Pinyin (the official phonetic system), simplified character formation, simple sentence structures, and pronunciation and tones. Students in this course are expected to be partially, but not consistently, demonstrating novice high proficiency by the end of the course.

### **350 CHINESE I**

Level 3 - 5 credits

Students in this course will develop proficiency in listening, reading, writing, speaking, and develop intercultural understandings in order to communicate effectively. Students will learn Pinyin (the official phonetic system), simplified character formation, simple sentence structures, and pronunciation and tones. Students are expected to demonstrate novice mid proficiency upon completion of this course.

### **351 CHINESE II**

Level 2 - 5 credits

This course reinforces the skills developed in Chinese I. Students will be able to initiate and sustain short conversations about topics pertaining to daily life and communicate through short written texts. Students will also develop a level of proficiency that will enable them to communicate with native speakers about basic topics. Students in this course are expected to demonstrate novice high proficiency by the end of the course.

### **353 CHINESE II**

Level 3 – 5 credits

This course reinforces the skills developed in Chinese I. Students will be able to initiate and sustain short conversations about topics pertaining to daily life and communicate through short written texts. Students will also develop a level of proficiency that will enable them to communicate with native speakers about basic topics. Students are expected to partially, but not consistently, demonstrate novice high proficiency at the end of this course.

### **354 CHINESE III**

Level 2 -5 credits

Chinese III students will work to improve their proficiency in speaking, reading, writing, and listening, building on the foundation created in Chinese I and Chinese II. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. Students will draw comparisons between Chinese culture and their own. Students are expected to

demonstrate intermediate low proficiency at the end of this course.

### **355 CHINESE III**

Level 3 - 5 credits

Chinese III students will work to improve their proficiency in speaking, reading, writing, and listening, building on the foundation created in Chinese I and Chinese II. The focus in this course will be the recognition and comprehension of written characters and oral communication. Students will also use a combination of pinyin and characters to write. Students will also develop skills in using Chinese word processing tools. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. Students will draw comparisons between Chinese culture and their own. Students are expected to demonstrate novice high proficiency at the end of this course.

### **358 CHINESE IV**

Level 2 - 5 credits

Students will expand upon the four skills introduced in earlier courses: reading, writing, speaking, and listening. Students will use increasingly authentic texts to obtain information about Chinese culture and history by reading texts in Chinese. Students will draw comparisons between Chinese culture and their own. During the course of the year, students will increase the range of functions they are able to perform in Chinese, enabling them to communicate in a variety of different contexts. Students at this level are expected to demonstrate intermediate low proficiency at the end of the course.

### **359 CHINESE IV**

Level 3 - 5 credits

This course will expand upon the four skills introduced in earlier courses: reading, writing, speaking, and listening. Students will use increasingly authentic texts to obtain information about Chinese culture and history by reading texts in Chinese. Students will draw comparisons between Chinese culture and their own. During the course of the year, students will increase the range of functions they are able to perform in Chinese, enabling them to communicate in a variety of different contexts. The focus in this course will be the recognition and comprehension of written characters and oral communication. Students at this level are expected to demonstrate intermediate low proficiency at the end of the course.

### **361 AP CHINESE**

Level 1 - 5 credits

This course will culminate in the AP Chinese Language and Culture exam, which requires students to create with the language by combining and recombining learned elements; initiate, sustain, and close conversations in a simple way; and ask and answer questions on a variety of topics. This course will have a heavy emphasis on Chinese culture and history, and students will obtain cultural and historical information by reading texts in Chinese. By understanding the culture and history of China, students will better understand the foundations of the Chinese language and be better equipped to

interact with native Chinese speakers in a culturally appropriate way. Students are required to take the A.P. Chinese Language and Culture exam and pay the required fee.

### **365 TEACHER ASSISTANT**

Level 3 - 5 credits

*Prerequisites: Completion of a French 5, Spanish 5, Chinese 4, Latin 4 or AP language course and permission of instructor and department director.* Students accepted as teaching assistants will work with the classroom teacher to support instruction, and develop materials and activities for use in

class. Students will complete reflection assignments about the nature of language teaching and learning and develop a portfolio showcasing their work. Interested students should contact the department director for an application.

## **FRENCH**

### **307M FRENCH 7**

*Grade 7*

Students in this course will develop proficiency in French through communicative activities designed to help students move toward the novice high proficiency level. Students will begin to understand and appreciate the cultures of the Francophone world as they develop their skills. Students are required to achieve a grade of C- at the end of the year to progress to French 1B in grade 8.

### **308M FRENCH 8**

*Grade 8*

This course is a continuation of Level 1A. Students at this level will continue to work toward the goal of novice high proficiency. Students build upon the skills of listening, speaking, reading, writing and cultural understanding developed in 1A and reach a novice high proficiency level. Students who successfully complete this course fulfill the requirements of the French I program. Students are required to achieve a C- average and demonstrate novice high proficiency at the end of the year to continue with French II.

### **310 FRENCH IA**

Level 3 - 5 credits

This course will focus on the fundamentals of communicative spoken French through communicative activities designed to help students move toward the novice high proficiency level. Students will learn to communicate in a variety of everyday situations. They will engage in skill-building activities and proficiency-based assessments and projects. The course will make use of differentiated methods to meet a variety of student needs. This course is designed for students with no prior knowledge of French.

### **309 FRENCH IB**

Level 3 - 5 credits

This is the second year of a two-year sequence of courses that completes the French I curriculum. Students at this level will continue to work toward the goal of novice high proficiency. This course will focus on the fundamentals of communicative spoken French. Students will learn about the culture of the French-speaking world and learn to communicate in a variety

of everyday situations. make use of differentiated methods to meet a variety of student needs. Successful completion of French IB with a year-end grade of a C- or better and demonstration of novice high proficiency allows students to continue to French II. Successful completion of French IA and IB fulfills the HHS language requirement for graduation.

### **311 FRENCH II**

Level 2 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in French I. Students in this course will work toward intermediate low proficiency. Culturally authentic readings and videos will increase students' global awareness, enhance students' language capabilities, and serve as a basis for discussion. Students in this course should be fully demonstrating intermediate low proficiency by the end of the course.

### **312 FRENCH II**

Level 3 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in French I. Students in this course will begin working toward intermediate low proficiency. Culturally authentic readings and videos will increase students' global awareness, enhance students' language capabilities, and serve as a basis for discussion. Students in this course are expected to be moving toward, but not completely meeting, intermediate low proficiency by the end of the course.

### **313 FRENCH III**

Level 2 - 5 credits

Students in French 3 will move toward the development of intermediate mid proficiency. Students are exposed to French and francophone culture through art, music, films, and the Internet. Creativity, a willingness to use the target language exclusively, and a willingness to work independently are essential components for success. This course is a preparation for French 4 honors. Students in this course are expected to be partially, but not consistently, demonstrating intermediate mid proficiency by the end of the course.



### **314 FRENCH III**

Level 3 - 5 credits

Students in this course will continue working toward intermediate low proficiency. This course refines the skills acquired in previous courses and emphasizes communication in French. Intermediate reading texts, simple poetry, short stories, Internet materials, films, and other authentic realia refine the students' reading ability. Skills are strengthened through spoken and written activities. Students in this course are expected to be partially, but not consistently, demonstrating intermediate low proficiency by the end of the course.

### **315 FRENCH IV**

Level 2 - 5 credits

This is a sequential course for students who have successfully completed French III (2). Students in this course will work toward intermediate mid proficiency. Students advance in proficiency in the four major linguistic skills: listening, speaking, reading, and writing. In addition, students will begin literary analysis of authentic French texts. Students will share personal beliefs and opinions in various communicative exchanges. They will explore and compare their personal beliefs with those of others in the classroom. Students will be encouraged to become lifelong learners and to use French for personal enrichment outside the classroom. Students in this course are expected to be partially, but not consistently, demonstrating intermediate mid proficiency by the end of the course.

### **316 FRENCH IV**

Level 3 - 5 credits

The course focuses on the ability to communicate in a variety of common situations. Students write about topics that they research or prepare incorporating more advanced idiomatic expressions. The goal is to connect the language to students' lives. Students in this course should be fully demonstrating intermediate low proficiency by the end of the course.

### **317 FRENCH V**

Level 2 - 5 credits

This course is a literature and conversation course. The proficiency target for this course is intermediate mid. Reading comprehension, speaking, and writing are emphasized in this course. French culture will be studied through selections

covering several centuries of French literature, as well as through contemporary readings and the use of the Internet. Communication skills will be refined in daily conversations and discussions. French songs and French films are used as cultural teaching tools. Students will make connections within their community and with other French-speaking communities through the use of readings and the Internet. Students in this course are expected to demonstrate intermediate mid proficiency by the end of the course.

### **318 FRENCH V**

Level 3 - 5 credits

This course is for students who are able to consistently demonstrate an intermediate low level of proficiency in the five skills of listening, speaking, reading, writing, and cultural understanding. Students will improve these skills by studying varying topics related to French and francophone culture. Particular emphasis will be placed on speaking. Topics may include food, art, music, current events and film. Excerpts of French and francophone literature from the Middle Ages to the present day will be read and discussed. Grammatical knowledge will be reviewed and refined as necessary. Students will be expected to interpret and respond to written and spoken French at a level consistent with an intermediate mid-level of proficiency.

### **320 AP FRENCH LANGUAGE AND CULTURE**

Level 1 - 5 credits

This course is designed for seniors who wish to take the AP French Language and Culture Exam in May. As set forth by the College Board, the overall goal of the course is to prepare students to perform at an intermediate mid or intermediate high proficiency level in the four basic language skills: listening, speaking, reading, and writing. Extensive written and independent oral production is expected. The course challenges able students while providing a means of obtaining college credit/or placement. Students are required to take the French Language and Culture Advanced Placement Examination.

## **LATIN**

### **340 LATIN I**

Level 2 - 5 credits

Students will learn the fundamentals of Latin grammar and syntax along with a basic working vocabulary. Students will develop proper translation techniques through the reading of a connected narrative about a Roman family in the first century A.D. Through these readings students will learn about society, religion, and history of the ancient Romans. The course will also emphasize the importance of Latin roots on English vocabulary. Students in this course are expected to be partially, but not consistently, demonstrating novice high proficiency by the end of the course.

### **341 LATIN I**

Level 3 - 5 credits

Students will learn the fundamentals of Latin grammar and syntax along with a basic working vocabulary. Students will develop proper translation techniques through the reading of a connected narrative about a Roman family in the first century A.D. Through these readings students will learn about society, religion, and history of the ancient Romans. The course will also emphasize the importance of Latin roots on English vocabulary. Students are expected to demonstrate novice mid proficiency by the end of the course.

### **342 LATIN II**

Level 2 - 5 credits

This course is designed for the honors student who has successfully mastered the material necessary to enroll in Latin II honors. In this course, students will progress to more complex readings and grammar. These readings will focus on characters from the first book of the Cambridge Latin series as they experience the life and culture of Roman Britain and eventually Rome itself. These transitional readings will prepare students for authentic Latin texts. Students in this course must have the ability and motivation to move at an accelerated pace. Students are expected to partially, but not consistently, demonstrate intermediate low proficiency at the end of this course.

### **343 LATIN II**

Level 3 - 5 credits

In this course, students will progress to more complex readings and grammar. These readings will focus on characters from the first book of the Cambridge Latin series as they experience the life and culture of Roman Britain and eventually Rome itself. These transitional readings will prepare students for authentic Latin texts. Students in this course are expected to demonstrate novice high proficiency at the end of the course.

### **344 LATIN III**

Level 2 - 5 credits

Students will undertake the study of different genres of Latin prose literature. Students will learn about different aspects of Roman culture through the voices of authors such as Eutropius, Caesar, Cicero, Petronius and Pliny. In addition, students will analyze the works of the ancient authors and identify figures of speech, rhetoric, and syntax. The focus of the course will be the reading and translation of authentic Latin in a manner that reflects an understanding of Latin grammar and syntax. Through individual and group projects, students will also gain an understanding of the rich culture of the Roman world and its significant impact on later generations and the modern era. Students in this course must have the ability and motivation to move at an accelerated pace. Students are expected to consistently demonstrate intermediate low proficiency by the end of this course.

### **345 LATIN III**

Level 3 - 5 credits

Students will undertake the study of different genres of Latin prose literature. Students will learn about different aspects of Roman culture through the voices of authors such as Eutropius, Caesar, Cicero, Petronius and Pliny. In addition, students will analyze the works of the ancient authors and identify figures of speech, rhetoric, and syntax. The focus of the course will be the reading and translation of authentic

Latin in a manner that reflects an understanding of Latin grammar and syntax. Through individual and group projects, students will also gain an understanding of the rich culture of the Roman world and its significant impact on later generations and the modern era. Students are expected to partially, but not consistently, demonstrate intermediate low proficiency at the end of this course.

### **346 LATIN IV**

Level 2 - 5 credits

This course is offered as a dual enrollment course through UMass Boston. Upon successful completion of this course, students will earn three transferable college credits. In this course, students will undertake the study of various Roman poets. Students will learn about different aspects of Classical culture and mythology through the voices of poets such as Catullus, Horace, Vergil and Ovid. Students will read works of ancient poetry and translate in an accurate manner which reflects an understanding of grammar and syntax. Students will analyze these works and identify figures of speech, rhetoric, and syntax. Students will learn about poetic meter and how to scan lines of poetry. In addition, students will explore Roman history and culture by completing projects individually or in groups. Students in this course must have the ability and motivation to move at an accelerated pace. Students are expected to demonstrate intermediate mid proficiency by the end of this course.

### **347 LATIN IV**

Level 3 - 5 credits

In this course, students will undertake the study of various Roman poets. Students will learn about different aspects of Classical culture and mythology through the voices of poets such as Catullus, Horace, Vergil and Ovid. Students will read works of ancient poetry and translate in an accurate manner which reflects an understanding of grammar and syntax. Students will analyze these works and identify figures of speech, rhetoric, and syntax. Students will learn about poetic meter and how to scan lines of poetry. In addition, students will explore Roman history and culture by completing projects individually or in groups. Students are expected to partially, but not consistently, demonstrate intermediate mid proficiency at the end of this course.

### **349 AP LATIN**

This course prepares students to read, translate, analyze and interpret selections from Caesar's *De Bello Gallico* and Vergil's *Aeneid* that form the reading list of the AP syllabus. In addition, students will discuss the Latin texts and write analytical essays that demonstrate knowledge of cultural, historical, and mythological events as well as meter, figures of speech and rhetoric. Students will also practice reading and sight translation in order to prepare for sections of the AP test that contain unseen passages. Students are required to take the AP Latin Literature exam and pay the required fee.

## SPANISH

### **320M SPANISH 7 – IA**

#### *Grade 7*

Students in this course will develop proficiency in Spanish through communicative activities designed to help students move toward the novice high proficiency level. Students will begin to understand and appreciate the cultures of the Spanish-speaking world as they develop their skills. Spanish I. Students are required to achieve a grade of C- at the end of the year to progress to Spanish 1B in grade 8. This course is offered for 8th grade students with the course number 324M.

### **321M SPANISH 8 - 1B**

#### *Grade 8*

This course is a continuation of Level 1A. Students at this level will continue to work toward the goal of novice high proficiency. Students build upon the skills of listening, speaking, reading, writing and cultural understanding developed in 1A and reach a novice high proficiency level. Students who successfully complete this course fulfill the requirements of the Spanish I program. Students are required to achieve a C- average and demonstrate novice high proficiency at the end of the year to continue with Spanish II.

### **323 SPANISH IA**

#### Level 3 - 5 credits

This is the first year of a two-year sequence of courses for the Spanish I curriculum offered at HHS. Spanish IA covers the first half of the curriculum, and the second half will be covered the following year in Spanish IB. Students wishing to fulfill their language graduation requirement must successfully complete both courses. This course will focus on the fundamentals of communicative spoken Spanish through communicative activities designed to help students move toward the novice high proficiency level. Students will learn to communicate in a variety of everyday situations. They will engage in skill-building activities and proficiency-based assessments and projects. The course will make use of differentiated methods to meet a variety of student needs. This course is designed for students with no prior knowledge of Spanish. Successful completion of Spanish 1A and 1B satisfies the Hingham High School graduation requirement for world languages.

### **324 SPANISH IA**

#### Level 4 - 5 credits

This is the first year of a two-year sequence of courses for the Spanish I curriculum offered at HHS. Spanish IA covers the first half of the curriculum, and the second half will be covered the following year in Spanish IB. Students wishing to fulfill their language graduation requirement must successfully complete both courses. This course will focus on the fundamentals of communicative spoken Spanish through communicative activities designed to help students move toward the novice high proficiency level. Students will learn to communicate in a variety of everyday situations. They will engage in skill-building activities and proficiency-based assessments and projects. The course will make use of differentiated methods to meet a variety of student needs. This

course is designed for students with no prior knowledge of Spanish. Successful completion of Spanish 1A and 1B satisfies the Hingham High School graduation requirement for world languages.

### **322 SPANISH I B**

#### Level 3 - 5 credits

This is the second year of a two-year sequence of courses that completes the Spanish I curriculum. Students at this level will continue to work toward the goal of novice high proficiency. This course will focus on the fundamentals of communicative spoken Spanish. Students will learn about the culture of the Spanish-speaking world and learn to communicate in a variety of everyday situations make use of differentiated methods to meet a variety of student needs. Successful completion of Spanish IB with a year-end grade of a C- or better and demonstration of novice high proficiency allows students to continue to Spanish II. Successful completion of Spanish IA and IB fulfills the HHS language requirement for graduation.

### **327 SPANISH I B**

#### Level 4 - 5 credits

This is the second year of a two-year sequence of courses that completes the Spanish I curriculum. Students at this level will continue to work toward the goal of novice high proficiency. This course will focus on the fundamentals of communicative spoken French. Students will learn about the culture of the Spanish-speaking world and learn to communicate in a variety of everyday situations. make use of differentiated methods to meet a variety of student needs. Successful completion of SpanishIB with a year-end grade of a C- or better and demonstration of novice high proficiency allows students to continue to Spanish II. Successful completion of Spanish IA and IB fulfills the HHS language requirement for graduation.

### **325 SPANISH II**

#### Level 2 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in Spanish I. Students in this course will work toward intermediate low proficiency. Culturally authentic readings and videos will enhance students' global awareness and encourage skill building. Students in this course should be fully demonstrating intermediate low proficiency by the end of the course.

### **326 SPANISH II**

#### Level 3 - 5 credits

This course will continue to develop the five skills, building on the foundation acquired in Spanish I. Students in this course will begin working toward intermediate low proficiency. Culturally authentic readings and videos will increase students' global awareness, enhance students' language capabilities, and serve as a basis for discussion. Students in this course are expected to be moving toward, but not completely meeting, intermediate low proficiency by the end of the course.

### **328 SPANISH III**

Level 2 - 5 credits

Students in Spanish 3 will move toward the development of intermediate mid proficiency. Students are exposed to the culture of the Spanish-speaking world through art, music, films, and the Internet. Creativity, a willingness to use the target language exclusively, and a willingness to work independently are essential components for success. Students in this course are expected to be partially, but not consistently, demonstrating intermediate mid proficiency by the end of the course. Successful completion of this course may allow students to be considered for AP Spanish Language the following year.

### **329 SPANISH III**

Level 3 - 5 credits

Students in this course will continue working toward intermediate low proficiency. This course refines the skills acquired in previous courses and emphasizes communication in Spanish. Intermediate reading texts, simple poetry, short stories, Internet materials, films, and other authentic realia refine the students' reading ability. Skills are strengthened through spoken and written activities. Students in this course are expected to be partially, but not consistently, demonstrating intermediate low proficiency by the end of the course.

### **330 SPANISH IV**

Level 2 - 5 credits

Students in this course will work toward intermediate mid proficiency. The course will enable students to become proficient users of the target language. Students will refine their reading and writing skills through an extensive use of authentic short stories, poetry, and newspaper articles and commentary. Cultural exploration of the Spanish-speaking world is achieved through discussions and comparisons of attitudes, values, beliefs, and behaviors. Students in this course are expected to be partially, but not consistently, demonstrating intermediate mid proficiency by the end of the course.

### **331 SPANISH IV**

Level 3 - 5 credits

The course focuses on the ability to communicate in a variety of common situations. Students in this course will work toward intermediate low proficiency. Students write about topics that they research or prepare incorporating more advanced idiomatic expressions. The goal is to connect the language to students' lives. Students in this course should be fully demonstrating intermediate low proficiency by the end of the course.

### **332 SPANISH V**

Level 2 - 5 credits

Through dialogue, debate and discourse of historical and contemporary themes relating to Spain and Latin America, students will develop an appreciation of the global world in which we now live. College level texts, films, Spanish internet TV news programs and news articles from Spanish speaking countries are used to introduce students to Spanish and Latin American literature and contemporary issues. Students are

expected to participate in class discussions, write essays, make presentations and interpret and explain the social and cultural differences of the people studied. The proficiency target for this course is intermediate mid.

### **333 SPANISH V**

Level 3 - 5 credits

This course is for students who are able to consistently demonstrate an intermediate low level of proficiency in the five skills of listening, speaking, reading, writing, and cultural understanding. Through dialogue, debate, and discourse of historical and contemporary themes relating to Spain and Latin America, students will develop an appreciation and comparison of the global world in which we now live. College level texts, films, Spanish TV news programs, and news articles from Spanish-speaking countries are used to introduce students to Spanish and Latin American literature and contemporary issues. Students are expected to participate in class discussions, write essays and make presentations, interpret and explain the social and cultural differences of the peoples studied. Students will be expected to interpret and respond to written and spoken Spanish at a level consistent with an intermediate mid level of proficiency.

### **334 AP SPANISH LITERATURE**

Level 1 - 5 credits

This course is for seniors who wish to take the AP Spanish Literature exam in May. The course is conducted entirely in Spanish and covers Spanish and Latin American authors and their works from the medieval period to the present day. The works are presented with the aim of integrating the historical themes and literary movements of the different time periods and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. Class activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help students interpret the figures of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills. The course challenges able students while providing them a means of obtaining college credit/or placement. Students are required to take the Advanced Placement Spanish Literature and Culture Examination.

### **335 AP SPANISH LANGUAGE Level 1 – 5 credits**

This course is designed for juniors and seniors who wish to take the AP Spanish Language Exam in May. The overall goal of the course, as set forth by the College Board, is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. The students' proficiency level is both comfortable and flexible. While not yet perfect in accuracy, the sophistication of their speech is noticeably greater. Extensive written and independent oral production is expected. The course thus challenges able students while providing them a means of obtaining college credit/or placement. Students are required to take the Spanish Language and Culture Advanced Placement Examination.

