

Social Science Curriculum Updates

for Board of Education Meeting 5.20.24

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Harford County Public Schools

- **Vision:** *We will inspire and prepare each student to achieve success in college and career.*
- **Mission:** *Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.*



HCPS Office of Social Sciences

- **Vision:** *Every student can see themselves in their learning and can celebrate what they see.*
- **Mission:** *We will build empowered and informed citizens who think critically, advocate locally, impact globally, and innovate by examining the lessons of the past and applying them to today.*

AP African American Studies Request for Regular Status

Background

- AP African American Studies College Board Course
 - Full-year course
 - Evidence-based introduction to African American studies
 - Interdisciplinary course (literature, arts & humanities, political science, geography, science) to explore vital contributions and experiences of African Americans
 - Course designed by gathering input from 100+ college faculty through small-group discussions, survey feedback, and analysis of college syllabi
 - 355 college and universities currently signed on to provide college credit (as of March 15, 2024)

Background

- Pilot Program in AP African American Studies for College Board
 - Year 1 (SY22-23): 60 schools nation-wide in pilot*
 - Year 2 (SY23-24): 700 schools across 40 states in pilot*
 - Three HCPS schools in CB Year 2 Pilot: Aberdeen, Bel Air, and Joppatowne HS
- Year 3 (SY24-25): Full implementation

*During 2-year pilot, CollegeBoard gathered data and feedback, made changes to scope and sequence

Course Scope and Sequence

- Unit 1: Origins of the African Diaspora (~900 BCE–16th century)
- Unit 2: Freedom, Enslavement, and Resistance (16th century–1865)
- Unit 3: The Practice of Freedom (1865–1940s)
- Unit 4: Movements and Debates (1940s–2000s)

Course Skills



Skill Category 1: Applying Disciplinary Knowledge	Skill Category 2: Source Analysis	Skill Category 3: Argumentation
<i>Explain course concepts, developments, patterns, and processes (e.g., cultural, historical, political, social).</i>	<i>Evaluate written and visual sources, and data (including historical documents, literary texts, music lyrics, works of art, material culture, maps, tables, charts, graphs, and surveys).</i>	<i>Develop an argument using a line of reasoning to connect claims and evidence.</i>
1A. Identify and explain course concepts, developments, and processes.	2A. Identify and explain a source's claim(s), evidence, and reasoning.	3A. Formulate a defensible claim.
1B. Identify and explain the context of a specific event, development, or process.	2B. Describe a source's perspective, purpose, context, and audience.	3B. Support a claim or argument using specific and relevant evidence.
1C. Identify and explain patterns, connections, or other relationships (causation, changes, continuities, comparison).	2C. Explain the significance of a source's perspective, purpose, context, and audience.	3C. Strategically select sources—evaluating the credibility of the evidence they present—to effectively support a claim.
1D. Explain how course concepts, developments, and processes relate to the discipline of African American Studies.	2D. Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.	3D. Select and consistently apply an appropriate citation style.
		3E. Use a line of reasoning to develop a well-supported argument.

Current APAA in HCPS

- SY23-24
 - 4 sections in 3 schools
 - Aberdeen HS (15 students)
 - Bel Air HS (19 students)
 - Joppatowne HS (33 students)

Feedback from Students

- APAA has:
 - *strengthened my ability to think critically* **85%**
 - *strengthened my ability to analyze information through multiple perspectives* **90%**
 - *deepened my understanding of the world around me* **92%**
 - *broadened my perspective* **93%**
 - *increased my empathy for others* **93%**
 - *better prepared me for college and career* **83%**

*percent of students who responded either strongly agree or agree

Feedback from Students

- Growing toward North Star
 - *strengthened reading skills* **76%**
 - *strengthened writing skills* **80%**
 - *strengthened problem solving skills* **76%**
 - *made students more employable* **75%**

Feedback from Students

- I am likely to recommend APAA to other students. 87%

Feedback from Students

- How as APAA influenced your perspective on contemporary issues?
 - **Broadened my perspective** on current issues by seeing how these current issues **tie back to the past**
 - Helps me **empathize** and further **understand** the black experience in America
 - Has made me **aware** of issues worldwide

Feedback from Students

- What topics or themes particularly resonated with you and why?
 - The loss of culture when [enslaved people] were forcibly brought to America
 - Discussion of mixed-race individuals because I am mixed-race myself and often do not hear much of our **perspectives**
 - Learning about how **developed African communities** were truly
 - The themes of African American culture... provided a new **perspective** on how identity is formed

Feedback from Students

- How effectively do you think the pilot program incorporated diverse voices and perspectives?
 - Incorporating marginalized voices and making **unheard perspectives** heard and taken seriously. It allows **critical thinking** and rethinking of our culture.
 - Brought types of races together and helped us **better understand** each other and our backgrounds.
 - We often look at **heroes** that are not ever taught about in other history courses.

Feedback from Students

- How do you plan to use the things you learned in APAA in the future?
 - Consider **opposing viewpoints** more carefully
 - Learned more about this country's history and the laws and rights that affect demographics of people today. **Exercising my rights** has become my utmost priority.
 - Want to study psychology so I think it is important for me to **understand different points of view.**

Feedback from Teachers

“These young people I had the pleasure of teaching came in **inquisitive but eager** to learn African American history. This is not just from African Americans students; this includes other ethnicities as well. As the year progressed, I could see the students **wrestle with perceptions** learned previously conflicting with what one learned from this class. This class is a **safe place** for students to engage African American studies in a manner that promotes **self-reliance** and **self-awareness.**”

Feedback from Teachers

“As a 20-year teacher with a master’s degree in American History, I was **shocked by how much history I did not know** about the Black experience in America. Stories of countless individuals, the struggles, the challenges, and extraordinary accomplishments of those over the past 400 years, and so many of them that I have never heard of or had ever been introduced. Most importantly, what I’ve witnessed from the students in the class has been truly amazing. From a field trip to the Smithsonian Museum for African American History as well as the inclusion of local events and personal stories, the **excitement has been profound**. The **students are thriving** and are constantly emphasizing how **grateful** they are that they are being introduced to these stories of the past. A past they believe **speaks to them directly.**”

Feedback from Teachers

“So often our students’ understanding of African American History is slavery, music/art during the Harlem Renaissance, Rosa Parks/ Dr. King, and President Obama. AP African American Studies provides the opportunity for our students to **explore the African American experience** from Precolonial Africa to the present. The class finds its roots in the Precolonial dynasties of Africa, through the resistance of the enslaved people, the civil rights movement, as well as an appreciation of art, science, and culture. Because of this holistic approach, students can **better contextualize** the African American experience. Students are taught to explore history from **multiple African American perspectives**, creating a **more well-rounded** view of the African American experience and allowing students to challenge the often-mythological idea that the African American is monolithic. **Representation matters** and all students have a chance to grow an appreciation for the rich and diverse African American history, culture, and experience.”

Interest for SY24-25

- ABHS: 16 students
- BAHS: 10 students
- EDHS: 57 students
- FAHS: 25 students
- HGHS: 11 students
- HTHS: 38 students
- JOHS: 24 students
- PMHS: 12 students

General Course Information for Request

- School Level: *High School*
- Department: *Social Sciences*
- Course Title: *AP African American Studies*
- Course Credit(s): *1 elective credit*
- Weighted Grade Y/N *Yes*
- Dual Enrollment Y/N *No*
- Duration: *Year-Long*
- Course Description: *This interdisciplinary course explores the vital contributions and experiences of African Americans through the lens of literature, arts and humanities, political science, geography, and science.*
- Status: *Regular*
- Effective Date : *SY24-25*
- Potential Cost *\$1299/teacher to attend APSI (on an as-needed basis)*
- Technology needs *N/A*

Request

The Office of Social Sciences requests that the AP African American Studies course be approved for regular status on the recommendation of the Superintendent.

Questions Regarding APAA

Women in Perspective Request for Regular Status

Background

- Women in Perspective (WIP)
 - Created in 2006
 - Course Genesis: A C. Milton Wright teacher approached the English Office with a proposal to create an elective course for students with the following objectives:

Women in Perspective is a year-long course designed so that students will:

- *Discuss their opinions about women's lives past and present*
- *Examine women's issues, struggles, and achievements in society through the study of various forms of text and non-text pieces.*
- *Develop a global perspective of women who live in the world.*
- *Examine and define the female voice by evaluating various elements of narrative and non-narrative forms of creative expression.*
- *Explore their own identity through discussion, reflective writing, and creative expression.*
- *Clarify or capture their individual voice and perspective based on their own observations and experiences.*
- *Create and present projects based on unit themes studied throughout the year.*

Current WIP Enrollment in HCPS

- FAHS: 15 students
- JOHS: 18 students

Background

- January 2024: WIP moved from the Office of RELA to the Office of Social Sciences
 - Four person writing team: two RELA teachers and two Social Sciences teachers
 - Goal: adjust scope and sequence and align the course to Maryland Social Studies standards
 - Utilized the AP African American Studies multidisciplinary approach as a model

State Standards

Maryland Social Studies Standards

Standard	Description of Standard
Standard 1.0 Civics	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
Standard 2.0 Peoples of the Nations and World	Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
Standard 3.0 Geography	Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
Standard 4.0 Economic	Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
Standard 5.0 History	Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
Standard 6.0 Skills and Processes	Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

State Standards

Standard 6.0

The four dimensions of The Inquiry Arc are reflected in Maryland's Standard 6.0:

1. Developing Questions & Planning Inquiries – constructing compelling and supporting questions, planning inquiries, and determining helpful sources.
2. Applying Disciplinary Concepts & Tools – applying the disciplinary concepts and tools of civics, geography, economics, and history.
3. Evaluating Sources & Using Evidence – evaluating sources, identifying credible, relevant information contained in sources, using evidence to support and develop claims.
4. Communicating and Critiquing Conclusions & Taking Informed Action – communicating and presenting claims, critiquing claims, and identifying ways to address problems in their communities.

Throughout the course, students should be employing the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.

The Inquiry Arc



WIP Course Scope and Sequence

Unit 1: Our Story/Her Story

- Gender Stereotypes
- Who am I?
- The Status of Women in Human History

Unit 2: Challenges and Struggles

- Identifying Struggles
- Women's Health and Welfare
- Historical Struggles
- A Case Study on Sylvia Plath
- Struggles Research Project

Unit 3: Breaking Barriers

- Women in Antiquity
- The First Wave Feminist Movement
- Second, Third, and Fourth Wave Feminism
- African American Activists
- Women's History Month Project

Unit 4: HERculean Women

- Revolutionary Women
- American Herculean Women

Unit 5: Women's Voice and Empowerment

- Women in Fashion
- Women in Comedy
- Women in Visual and Culinary Arts
- Women in Music Project

Feedback from Students

Why should The Women In Perspective Course be offered?

- [I]t's important to highlight women's history. There are many classes within the graduation requirements that are filled with Powerpoint slides about men, with a slide or two mixed in about a revolutionary woman. A majority of books I've read in school were written by men. **Women's voices are important**, especially for **ALL children** growing up now.
- We don't learn about these women otherwise—I feel like history classes repeat so much.
- It is **unique** to all the other social science classes because we learn about things we don't anywhere else.
- It provides a **safe and informative space** to discuss the past and current struggles of women throughout history and in today's society. Women in Perspective should be offered to students that wish to get a **better understanding** of their peers as well as themselves.

Feedback from Students

What has been your most memorable or favorite activity from the course and why?

- My favorite activity in Women in Perspective was when we taught a lesson to our middle school. Getting to teach younger students about important yet unknown women in history and their impacts to today's society was a **meaningful experience** to teach younger students about how women's impacts and experiences are often forgotten or disregarded by society.
- We learned how to plan an event, invite people to it, make a budget, and have conversation with our peers and teachers.
- Talking about the warmup (feminine beauty and body image) all class. Hearing other people's **perspective** is a lot more helpful to **hear about each other**.

Feedback from Teachers

Why should The Women In Perspective Course be offered?

- “There is a female name on the printed form of the Declaration of Independence, not as a signer but as "the" printer of record. Who knew? I never heard about this in my history classes. Why? All those texts were written by men, editors were men. After we vet the authenticity of the text today, I would poll classes to see if they knew. If no, I would say that a class with a **focus on women is needed as their role throughout history has been/still is marginalized.**”
- “I was fortunate to be invited to the tea party from a student I taught last year. The tea party was such a neat way to showcase some of the learnings of the class and see how the students responded. They had to write a proper invitation and thank you note, which are the **life skills** they all need! Thank you for the commitment to **sharing stories** of amazing women to the young ladies at [our school]!”

Feedback from Teachers

Why should The Women In Perspective Course be offered?

- “Students also expressed having had such **positive experiences** with many of the activities that we have worked through in class. These included Where I am From poetry, our lesson with guidance regarding beauty and body image, as well as more formal studies of influential women throughout history. This class has provided experiences and opportunities that have allowed students the chance to see historical and literary figures in a way that our current curriculum does not have the time nor occasion to really explore.”

Unit 1, Experience 3: The Status of Women in Human History

Background Information:

Current evidence supports that humans (*Homo sapiens sapiens*) have inhabited the planet for approximately 200,000 years. For 95% of that history, humans lived in the Paleolithic era where they lived in small groups in a generally nomadic, hunter-gatherer lifestyle. The Neolithic period began approximately 12,000 years ago when farming appeared in the Middle East. Gradually, many groups began to settle into an agricultural economy and society, cultivating plants and domesticating animals. State-building, social classification, diversified economies, and large scale trade began to develop. While not uniform, patriarchy generally emerged with the development of settled societies, complex state-building, and new economic processes. Patriarchy would only be challenged with the next major economic shift, the Industrial Revolution. Women led different roles in different societies in the classical, post-classical, and early modern eras prior to the growth of feminism that emerged from the Enlightenment, industrialization, and urbanization.

Essential Question: How were women viewed across the globe in different eras of human history?

Recommended Instructional Time:

5 days

Main Ideas/Focus Questions:

- What does the appearance of Venus figurines tell you about women in Paleolithic and early Neolithic history?
- How did the role of women change from the Paleolithic era to the Neolithic era? What accounts for this change?
- How did patriarchy develop? Was it globally universal?
- What similar or different roles did women play in different places in classical, post-classical, and early modern history?
- To what extent were women able to maintain independence in different societies through history?

Assessment Ideas:

[Big Paper Silent Conversation](#) ↓

[Socratic Seminar](#) ↗

[Rise of Patriarchy Short Answer Question](#) ↓

Women in History research presentation



WIP in Canvas

Instructional Process:

1. Choose a variety of images of Venus figurines (find [here](#) and [here](#)). Consider either posting around the classroom or creating a digital slideshow or Canvas page. Be sure to indicate where the figurine was found and its approximate age. Have students analyze the images. Consider using the [See Think Wonder](#) strategy in a Padlet or worksheet. Ask students what they specifically see, what they think these artifacts and their appearances mean, and any questions they have.
2. Provide [definitions and explanations](#) of the Paleolithic era and Neolithic era. Then, ask students to review their See Think Wonder responses. Pose the question, "What do the Venus figurines tell you about gender and women in the Paleolithic and early Neolithic eras?" and then ask students to support their responses with reasoning from their understanding of the eras.
3. Consider having students read about the [Venus of Willendorf](#). Discuss the theories of historians and archaeologists regarding the Venus figurines and what they reveal about gender roles and respect for the feminine. Compare the Venus figurines with the gender of more modern religious deities. Return to the Wonder portion of the See Think Wonder and address any questions.
4. Have students respond to the question, "How, why, and to what extent did patriarchal gender roles emerge?" Divide students into groups of 4. Provide to each group a piece of chart paper or poster paper. In the center of the chart paper, write the above question. Each group member should receive and read one of the following articles. As students read, they should notate the article and then add any information from the articles that answers this question, any important quotes, and any interesting pieces of information to the chart paper. Continue conducting a [Big Paper Conversation](#) where students silently respond to group members and then to other groups. Conclude with a discussion reflection, responding to the question.
 - Consider holding a Socratic Seminar in lieu of or in addition to the Big Paper Conversation. Prepare for the Socratic Seminar by asking students to read about the [Paleolithic](#) and [Neolithic](#) eras and fill out a Dialectical Journal. Use the Socratic Seminar strategy practices from [Facing History and Ourselves](#). Consider using the [Socratic Seminar Sentence Starter Stems](#).
 - ["Can inequality be blamed on the Agricultural Revolution?"](#)
 - ["How did patriarchy actually begin?"](#)
 - ["How did the patriarchy start - and will evolution get rid of it?"](#)
 - ["A man's world? Not according to biology or history."](#)
5. Consider an artifact/document analysis of women in the ancient world (post-Neolithic Revolution). Create a slide deck/PowerPoint/Canvas Page with the artifacts and documents and use the worksheet linked. Conclude with a discussion. See the [worksheet and documents](#).
6. Have students research women in different societies from ancient to early-modern times to see how women were viewed across the globe at different places and at different times in history. Examples include: Women in Medieval Europe, Women in Song Dynasty China, Women in Ancient Athens or Sparta, Women in the Asante ethnic group, Mongol women. Consider using the [Remedial Herstory World History](#) resources for research. Use the following questions to guide research:
 - How were women viewed in this society?
 - What role did religion play in these perceptions?
 - How did women see themselves?
 - How much agency did women have? What opportunities existed for women to play an active role in their societies? How were women able to make a place for themselves?
 - Do any women stand out or make a difference in this society at this time? Explain.
7. Students will create presentations showcasing their learning. Consider giving students choice on their product presentation.
8. Consider having students post their presentations to a Canvas discussion board. Invite students to review each presentation and make comparisons, surprises, connections, and main ideas between different cultures and time periods.
9. Conclude the lesson with a [3-2-1 closure](#).

Additional Resources for Students:

["Matrilineal societies exist around the world - it's time to look beyond the patriarchy"](#)

["How did Medieval women rise and why were they erased?" Podcast](#)



WIP in Canvas

Interest for SY24-25

EDHS: 33 students

FAHS: 91 students

JOHS: 60 students

Request

The Office of Social Sciences requests that the Women in Perspective course be approved for regular status on the recommendation of the Superintendent.

Questions Regarding Women in Perspective

Social Science 6:
Human Geography
Request for Regular Status

Background

- New Framework from MSDE
 - SY21-22 and SY22-23: MSDE writing team created new framework for SS6-7
 - Each LEA represented; HCPS with two middle school teachers
 - Draft framework reviewed and comments collected from stakeholder groups
 - Two-year Human Geography course
 - January 2024 Maryland State Board of Education approval

Background

- HCPS SS6 curriculum writing
 - Current grade 6 and 7 social science teachers
 - Diverse representation of schools across the county
 - ABMS, BAMS, FAMS, HGMS, MAMS, NHMS, PMMS, SOMS
 - Two high school AP Human Geography/Explorations of World History teachers
 - Media Center Specialist

Grade 6-7 Framework

Enduring Geographic Understandings

- **Movement:** People, goods, and ideas move across the planet through migration, trade, transportation, and communication networks.
- **Human Systems:** Humans develop spatial interactions, land use and settlement patterns in the creation of economic, social, political, and cultural systems that connect and divide people across multiple scales.
- **Human Interactions with the Environment:** Human and environmental systems are interdependent. Humans modify the Earth at various scales to meet wants and needs, and also adapt to long- and short-term changes in environmental systems.
- **Place and Region:** The physical and human attributes that make a specific location, or place, unique. The shared attributes that link places into coherent and distinct areas, or regions.

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Throughout the course, students should be employing the social studies skills and processes delineated in the 6.0 Skills and Processes standard. Organizing these skills is the Inquiry Arc which provides a structure to facilitate effective instruction in social studies.

The Inquiry Arc



Unit in MSDE Framework	Unit Question
Unit 1: Geographic Thinking* <small>*U.S.-focused introduction to geographic thinking to bridge from SS5 to SS6</small>	How would a geographer interpret Earth and the land now called the United States?
Unit 2: Human Interaction with the Environment	Why do humans adapt to, modify, protect, and exploit their environments?
Unit 3: Human Systems- Political Structures	How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?
Unit 4: Movement of Pathogens and Ideas	How can the movement of ideas and the spread of disease create change?
Unit 5: Movement of Humans	How does human movement create change?
Unit 6: Human Systems- Economic Systems	How can economic systems connect and divide people regionally and globally?
Unit 7: Place and Region	How do the physical and human characteristics of a place impact internal and external power relationships?
Unit 8: Regional Case Study of Geographic Thinking <small>*U.S. History-focused unit to bridge from SS7 to SS8</small>	How do geographic understandings explain the history of the Americas?

Highlighted units represent HCPS 6th Grade Curricular Scope and Sequence

Unit in MSDE Framework	Unit Question
<p>Unit 1: Geographic Thinking*</p> <p>*U.S.-focused introduction to geographic thinking to bridge from SS5 to SS6</p>	<p>How would a geographer interpret Earth and the land now called the United States?</p>
<p>Unit 2: Human Interaction with the Environment</p>	<p>Why do humans adapt to, modify, protect, and exploit their environments?</p>
<p>Unit 3: Human Systems- Political Structures</p>	<p>How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?</p>
<p>Unit 4: Movement of Pathogens and Ideas</p>	<p>How can the movement of ideas and the spread of disease create change?</p>
<p>Unit 5: Movement of Humans</p>	<p>How does human movement create change?</p>
<p>Unit 6: Human Systems- Economic Systems</p>	<p>How can economic systems connect and divide people regionally and globally?</p>
<p>Unit 7: Place and Region</p>	<p>How do the physical and human characteristics of a place impact internal and external power relationships?</p>
<p>Unit 8: Regional Case Study of Geographic Thinking</p> <p>*U.S. History-focused unit to bridge from SS7 to SS8</p>	<p>How do geographic understandings explain the history of the Americas?</p>



What's Changing?

Old SS6: Contemporary World Geography

- Physical Geography
- Human Geography
- Culture
- Political Systems
- Economic Systems
- Social Institutions
- Conflict and Cooperation
- Globalization

Old SS7: Ancient World History

- Age of Prehistory
- Emerging Civilizations
- Age of Ancient Greece
- Rise and Fall of Rome
- Middle Ages in Europe and the Middle East
- Middle Ages Outside of Europe

Grade 6 Scope and Sequence (HCPS)

Unit 1: Geographic Thinking

- Geographic Thinking
- Place and Region
- Movement
- Human Systems
- Human Interaction with the Environment

Unit 2: Human Interaction with the Environment

- The Neolithic Revolution and River Valley Civilizations
- Industrialization and Urbanization
- The Green Revolution
- Climate Change and Climate Resilience

Unit 3: Human Systems- Political Structures

- Early State Formation
- Theocracies
- Democratic Revolutions
- Authoritarian Regimes

Unit 4: Human Systems- Economic Systems

- Networks of Exchange
- Capitalism
- Centralized Planning in the 20th Century
- Globalization

OLD SS6: Modern World Geography

Unit 1: Physical Geography

- Geographic Tools
- Interpreting Maps
- Using Maps to Solve Real World Problems

Embedded throughout NEW SS6 & SS7

Human Geography

- Physical Characteristics Influencing Humans
- Migration
- Settlement

Culture

- Study of Human Culture
- Cultural Influences
- Comparative Cultures

in Unit 1 of NEW SS6

Political Systems

- Purposes of Government
- Impact of Political Systems
- Types of Government
- Influences on Government

Unit 3 of NEW SS6

OLD SS6: Modern World Geography

Unit 5: Economic Systems

- Economic Thinking
- Capitalism & Market Economies
- Communism & Socialism
- Types of Economies
- Developed and Developing Countries

Unit 4 of NEW SS6

Unit 6: Social Institutions

- Social Institutions Intro
- Social Institutions and Culture
- Introduction to Religion & Monotheism
- Eastern Religions
- Daily Living Around the World

in Unit 1 of NEW SS6

Unit 7: Conflict & Cooperation

- Causes of Conflict
- Conflict Resolution
- Cooperation

Embedded throughout NEW SS6 and SS7

Unit 8: Globalization

- Intro to Globalization
- Positive & Negative Effects of Globalization
- Global Problems
- The Future of Our World

OLD SS7: Ancient World History

Unit 1: Age of Prehistory

- Introduction to World History
- Humankind in the Beginning
- Civilization and its Characteristics

in Unit 2 of NEW SS6

Unit 2: The Age of Emerging Civilizations

- Cultural Diffusion and Mesopotamia
- The Egyptian Civilization
- Ancient Civilizations of India
- Ancient Civilizations of China

Approached through Human Geography lens in Unit 3 of NEW SS6

Unit 3: The Age of Ancient Greece

- Influence of Geography on Ancient Greece
- Role of Women in Ancient Greece
- Beginnings of Democracy
- Conflict Changes the Face of Greece
- Rise of Hellenistic Age
- Continuing Influence of Ancient Greece

Unit 4: The Rise and Fall of Rome

- Rise of Rome
- Government of the Roman Republic
- End of the Roman Republic
- Fall of Rome
- Enduring Legacy of Rome

***NOTE:** While the content of the old curricula is included in the new curricula, it is taught through a lens of Human Geography, not history.

OLD SS7: Ancient World History

Unit 5: The Middle Ages in Europe and the Middle East

- The Byzantine Empire
- The Effects of the Fall of Rome
- The Interrelation of Christianity, Islam, and Judaism **in Unit 1 of NEW SS7**
- The Dominance of Religion in the Middle Ages
- Feudal Society **in Unit 1 of NEW SS7**
- The Holy Wars
- The Rise of Trade **in Unit 4 of NEW SS6**
- The Black Death **in Unit 1 of NEW SS7**
- Political Development of the late Middle Ages

Unit 6: Middle Ages Outside of Europe

- Rise of the Mongols **in Unit 2 of NEW SS7**
- Medieval Asia **in Unit 3 of NEW SS7**
- Medieval Society in the Americas **in Unit 3 of NEW SS7**
- Historic African Kingdoms **in Unit 4 of NEW SS7**
- Medieval Islamic Contributions **in Unit 2 of NEW SS7**

***NOTE:** While the content of the old curricula is included in the new curricula, it is taught through a lens of Human Geography, not history.

What's New? SS6

Topic	Essential Question	Page of MSDE Framework
The Green Revolution (1960-1970 CE)	How revolutionary was the Green Revolution?	p. 11
Climate Change & Climate Resilience (1980 CE to today)	How does climate change force humans to live differently?	p. 12
The Decline of Empires (1945-1997 CE)	How can the movement of ideas lead to change? <i>(currently also taught through history lens in HS World History & US History)</i>	p. 16
Pandemics (1980 CE-today)	Can human systems prevent the movement of disease?	p. 16

What's New? SS7

Topic	Essential Question	Page of MSDE Framework
The Development of the Muslim World (Dar Al Islam) (600CE-1100CE)	Does territorial expansion strengthen or weaken cultural exchange?	p. 17
Mongol Expansion (1100 CE- 1400 CE)	Can movement create power?	p. 18
Partition of India (1940 CE- 1971 CE)	How do borders shape people's lives?	p. 18
Pre-Columbian Civilizations in the Americas (250 CE- 1600 CE)	Does where you live determine how you live?	p. 23
South African Apartheid (1948 CE- 1994 CE)	How can place be manipulated to define human relationships?	p. 24
Jerusalem (1900 CE- today)	Who defines place?	p. 25
First American Nations (10,000 BCE- 1607 CE)	How and why do cultural ideas, practices, and innovations change or disappear over time?	p. 26
Transatlantic Slave Trade (1500 CE- 1808 CE)	How was culture created, preserved, and destroyed in the Trans-Atlantic Slave Trade? <i>(previously taught through a History lens in SS4 and touched on in SS8)</i>	p. 27
Colonial and Native Interactions (1490 CE- 1763 CE)	What creates conflict and cooperation among and between groups of humans? <i>(previously taught through a History lens in SS4 and touched on in SS8)</i>	p. 27
American Indians Today (2010s CE- present)	Who are American Indians Today?	p. 28

Grade 6 Scope and Sequence

- Case study approach
 - Units built on compelling geographic questions
 - Content of each unit is case studies throughout history to build broad, diverse perspectives on human geographic themes
 - Foundational geographic skills and knowledge (map reading; location identification; etc.) learned in Elementary Social Science Courses are embedded in and activated through context of bigger learning ideas in SS6 (and eventually SS7)

Grade 6 Scope and Sequence

- Example of case study approach:
 - **Unit 3: Human Systems- Political Structures**
 - **Unit Enduring Understanding:** *Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.*
 - **Unit Question:** *How do political structures use power to generate stability, promote conflict, and/or cause rebellion and connect and divide people across location, region, and the globe?*
 - **Unit Time Frame:** *3100 BCE- Present*

Grade 6 Scope and Sequence

- Example:
 - **Unit 3: Human Systems- Political Structures**
 - **Unit Enduring Understanding:** *Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.*
 - **Unit Question:** *How do political structures use power to generate stability, promote conflict, and/or cause rebellion and connect and divide people across location, region, and the globe?*
 - **Unit Time Frame:** *3100 BCE- Present*
 - **Experience 1:** *Early State Formation (3100 BCE – 500 CE)*

Grade 6 Scope and Sequence

- Example:
 - **Unit 3, Experience 1:** *Early State Formation (3100 BCE – 500 CE)*
 - **Essential Question:** *How is power lost and gained?*
 - **Indicator and Objectives:** *Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:*
 - *Examining social structures and belief systems in the early states of Greece, Rome, China, and Nubia/Egypt to compare how power is divided and maintained.*
 - *Analyzing the motivations for territorial expansion among early complex societies.*
 - *Analyzing how power shifts from one authority to another*

Grade 6 Scope and Sequence

- Example:
 - **Unit 3: Human Systems- Political Structures**
 - **Unit Enduring Understanding:** *Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.*
 - **Unit Question:** *How do political structures use power to generate stability, promote conflict, and/or cause rebellion and connect and divide people across location, region, and the globe?*
 - **Unit Time Frame: 3100 BCE- Present**
 - **Experience 1:** *Early State Formation (3100 BCE – 500 CE)*
 - **Experience 2:** *Theocracies (500 CE – 1700 CE)*

Grade 6 Scope and Sequence

- Example:
 - ***Unit 3, Experience 2: Theocracies (500 CE – 1700 CE)***
 - ***Essential Question: Did theocracies create stability?***
 - ***Indicator and Objectives: Students will analyze regional and local examples of how theocracies generated stability, promoted conflict, and/or caused rebellion by:***
 - *Identifying the role of religion in a theocracy.*
 - *Analyzing factors that contributed to the rise of theocracies.*
 - *Evaluating how theocracies expanded and limited economic and social opportunities*

Grade 6 Scope and Sequence

- Example:
 - **Unit 3: Human Systems- Political Structures**
 - **Unit Enduring Understanding:** *Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.*
 - **Unit Question:** *How do political structures use power to generate stability, promote conflict, and/or cause rebellion and connect and divide people across location, region, and the globe?*
 - **Unit Time Frame: 3100 BCE- Present**
 - **Experience 1:** *Early State Formation (3100 BCE – 500 CE)*
 - **Experience 2:** *Theocracies (500 CE – 1700 CE)*
 - **Experience 3:** *Democratic Revolutions (1600 – 1970 CE)*

Grade 6 Scope and Sequence

- Example:
 - **Unit 3, Experience 3: Democratic Revolutions (1600 CE – 1970 CE)**
 - **Essential Question:** *How effective were democratic revolutions in achieving their goals?*
 - **Indicator and Objectives:** *Students will analyze local, regional, and global examples of democratic revolutions as attempts to generate stability and connect and divide people across location, region, and the globe by:*
 - *Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and Europe.*
 - *Analyzing how sovereignty and individualism influenced democratic revolutions and the impact on the roles of gender, and equality.*
 - *Assessing the role of nationalism in the creation of new empires and the rise of the nation-state.*
 - *Determining the local, regional, and global impacts of democratic revolutions.*

Grade 6 Scope and Sequence

- Example:
 - **Unit 3: Human Systems- Political Structures**
 - **Unit Enduring Understanding:** *Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.*
 - **Unit Question:** *How do political structures use power to generate stability, promote conflict, and/or cause rebellion and connect and divide people across location, region, and the globe?*
 - **Unit Time Frame: 3100 BCE- Present**
 - **Experience 1:** *Early State Formation (3100 BCE – 500 CE)*
 - **Experience 2:** *Theocracies (500 CE – 1700 CE)*
 - **Experience 3:** *Democratic Revolutions (1600 – 1970 CE)*
 - **Experience 4:** *Authoritarian Regimes (2000 CE – Today)*

Grade 6 Scope and Sequence

- Example:
 - **Unit 3, Experience 4: Authoritarian Regimes (2000 CE – Today)**
 - **Essential Question:** *Can authoritarian regimes survive in the 21st century?*
 - **Indicator and Objectives:** *Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:*
 - *Analyzing factors that contributed to the rise of authoritarian regimes in Asia, Africa, the Americas, and Oceania.*
 - *Examining efforts to resist the centralization of power within authoritarian regimes and the ways that they connected and divided people.*
 - *Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology*

Unit 1, Experience 1: Geographic Understandings

Background Information:

Essential Question:

Why study Earth and the people who live on it?

Recommended Instructional Time:

5 days

Main Ideas/Focus Questions:

1. How do physical and human attributes or characteristics of a location make areas unique?
2. How do people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms?
3. How do humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe?
4. How do humans adapt, exploit, and manipulate the environment to meet wants and needs?

Assessment Ideas:

Scaffolded Graded Conversation (Fishbowl)

[FishBowl rubric for Grading .docx](#) ↓

[FishBowl rubric for Grading Teacher spreadsheet.docx](#) ↓

Digital Collage

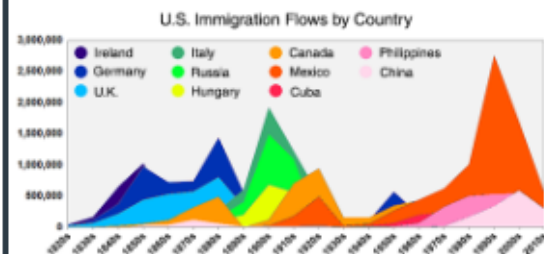
[Argument \(CER\) Collage Rubric.docx](#) ↓

Deep Dive Opportunities:

Review US States and Capitals with various online games: https://www.sheppardsoftware.com/web_games.htm ↗

Examine Maryland's history with adaptation, exploitation, and manipulation the environment to meet wants and needs using [Comparing the Chesapeake Now and Then \(Captain John Smith Journals\).docx](#) ↓.

Discuss the graph:



<https://metrocosm.com/animated-immigration-map/> ↗

Cross-Curricular Connections: Hoot by Carl Hiaasen and/or Braiding Sweetgrass Young Reader Edition by Monique Gray Smith (original adult version by Robin Wall Kimmerer)



Grade 6 in Canvas

Instructional Processes:

1. Analyze how human attributes or characteristics of a location make areas unique by comparing images from different regions in two ways, Native American civilization and modern era, in a gallery walk of the power point slides [Regions Comparison Native American & Modern.pptx](#) ↓. Then compare different regions by completing a chart [Physical Characteristics of a Place 1.1.docx](#) ↓, to assess how physical attributes or characteristics of a location make the area unique.
2. Analyze how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms by watching the [Time Lapse Video of US Migration](#). ↗
3. Compare how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe using the readings [America by Region- geography, economic, social, political, cultural, & religious.docx](#) ↓ and note-taking worksheet [Regions of the USA.docx](#) ↓, in a Carousel activity.
4. Assess how humans adapt, exploit, and manipulate the environment to meet wants and needs by using the KWQ+ worheet [KLQ+.docx](#) ↓ video from Discovery Education: <https://hcps.discoveryeducation.com/learn/player/343fb5df-3c3c-413e-aac5-fa8649891f36?shared=true> ↗



Video: Human Impacts on Physical

- 5) Assess using the either the scaffolded graded conversation (fishbowl) discussing "Why study Earth and the people who live on it?" or create a Digital Collage focusing on the

Additional Resources for Students:

National Geographic: [United States Encyclopedia: America's People, Places, and Events](#)

National Geographic: [Beginner's United States Atlas](#)

National Geographic: [Encyclopedia of American Indian History & Culture: Stories, Time Lines, Maps, and More](#)

Grade 6 in Canvas

Office of Social Sciences HCPS Teacher Support

- SY23-24
 - Grade 6 teachers introduced to scope and sequence (March 25, 2024 Professional Development Day)
 - Provided feedback on needs and asked questions
 - Huddle time for Department Chairs
- Summer 2024: curriculum sneak peaks & resource curation
- SY24-25
 - Designated PD time focused on new curriculum support and facilitated collaborative planning
 - Office Hours- grade level planning time with curriculum specialist

Course Evaluation

- Classroom observations and walk-throughs
- Teacher surveys
- Student surveys
- Artifacts of student work

Request

The Office of Social Sciences requests that the Human Geography 6 course be approved for regular status on the recommendation of the Superintendent.

Questions Regarding SS6