

# Social Science Updated Curricula Presentation

## for Board of Education Meeting 7.15.24

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# Social Science 6: Human Geography Request for Regular Status

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# 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 team
  - 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
- Writing priorities
  - Alignment to framework (EQs and Focus Questions verbatim from framework)
  - Variety of learning experiences and activities
  - Diverse perspectives
  - High-quality resources to support diverse learners

# 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.

# State Standards

## Maryland Social Studies Standards

| Standard   | Description of Standard  |
|--|--|
| <b>Standard 1.0 Civics</b>                           | 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.  |
| <b>Standard 2.0 Peoples of the Nations and World</b> | 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.  |
| <b>Standard 3.0 Geography</b>                        | 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.   |
| <b>Standard 4.0 Economic</b>                         | 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.   |
| <b>Standard 5.0 History</b>                          | 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.   |
| <b>Standard 6.0 Skills and Processes</b>             | 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*



| Unit in MSDE Framework   | Unit Question  |
|--|--|
| Unit 1: Geographic Thinking*<br><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<br><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><b>Unit 1: Geographic Thinking*</b></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><b>Unit 2: Human Interaction with the Environment</b></p>  | <p>Why do humans adapt to, modify, protect, and exploit their environments?</p>   |
| <p><b>Unit 3: Human Systems- Political Structures</b></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><b>Unit 6: Human Systems- Economic Systems</b></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

# 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**

# 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?<br><i>(currently also taught through history lens in HS World History &amp; 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 |
|---|--|------------------------|
| Pandemics (1980 CE-today)   | Can human systems prevent the movement of disease?   | p. 16                  |
| 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?<br><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?<br><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)

# Board of Education Member Feedback & Concerns

- 65 items of feedback provided Tuesday, 7/2
  - 62% (40 items) directed at the old curriculum
  - 38% (25 items) directed at the new curriculum
    - 3 of the 25 items were about materials intended for curriculum writers, including a checklist Canvas provides to all curricula and sample modules intended as a model for formatting purposes only.
- Additional items of feedback emailed and expressed verbally in 6/20 Board Meeting and during small group meetings during Week of 7/8

# Board of Education Member Feedback & Concerns

- New curriculum feedback
  - Portrayal of communism
    - Board members expressed concern that the presentation of communism and socialism are too positive.
    - Experience about centrally planned economies focuses on the Essential Question *How did centrally planned economies connect and divide people?*
      - What are the principles of communism and socialism?
      - What is the role of labor movements, leaders, and political change in the formation of centrally planned economies?
      - What are the long-term impacts of centrally planned economies in Asia, Europe, and the Americas?
    - Evaluation of Unit 4, Experience 3 shows need to strengthen portrayal of implementation of communism to respond to Focus Questions 2-3. Secondary curriculum team has been instructed to make adjustments to 4.3 to ensure a full picture of both philosophy and implementation of centrally planned economies is taught with a focus on strengthening the negative connotations of communism, especially regarding human rights violations in communist regimes and the ways in which communism as an economic system have historically failed to meet its goals.

# Board of Education Member Feedback & Concerns

- New curriculum feedback
  - Portrayal of capitalism
    - Board members expressed concern that the portrayal of capitalism in the curriculum is too negative and that we should focus only on the MSDE Main Idea/Objective "Analyzing the role of capitalism in spurring innovation and creating wealth" to show "...how capitalism has helped people, not just how it connected or divided them."
    - Experience about capitalism focuses on the Essential Question "*How did capitalism connect and divide people?*" with the following four Focus Questions:
      1. *What are the principles of capitalism?*
      2. *What is the role of capitalism in spurring innovation and creating wealth?*
      3. *What were the political, economic, social, and cultural impacts of imperialism and settler colonialism on societies in Asia, Africa, Oceania, and the Americas?*
      4. *How did communities in Asia, Africa, Oceania, and the Americas respond to and resist imperialism and settler colonialism?*
    - Secondary curriculum team directed to strengthen resources and learning experience for Focus Question #3, which presents both positive and negative portrayals of capitalism

# Board of Education Member Feedback & Concerns

- New curriculum feedback
  - Connection between capitalism and imperialism and settler colonialism
    - Board members expressed concern that the connection between capitalism and imperialism and settler colonialism is presented as fact.
    - Experience about capitalism focuses on the Essential Question "*How did capitalism connect and divide people?*" with the following four Focus Questions:
      1. *What are the principles of capitalism?*
      2. *What is the role of capitalism in spurring innovation and creating wealth?*
      3. ***What were the political, economic, social, and cultural impacts of imperialism and settler colonialism on societies in Asia, Africa, Oceania, and the Americas?***
      4. ***How did communities in Asia, Africa, Oceania, and the Americas respond to and resist imperialism and settler colonialism?***
    - Secondary curriculum team directed to build an inquiry-based experience that engages students in an evaluation of data and primary sources related to imperialism from different perspectives, utilizing the reading like an historian protocol of sourcing, contextualization, close analysis, and corroboration, in order to respond to a guiding question such as "Is imperialism caused by capitalism?" to evaluate and analyze the premise presupposed in the framework that imperialism is linked to capitalism.

# Board of Education Member Feedback & Concerns

- New curriculum feedback
  - YouTube videos
    - Board members expressed concern that YouTube videos have ads that play prior to the video.
    - Videos provided directly to students are embedded in Canvas, which filters ads that proceed videos.
  - Newsela
    - A Board member expressed concern that Newsela is a biased site. HCPS does not pay for Newsela. There was one article from Newsela a curriculum writer had saved from a paid subscription that was removed due to copyright issues. No other Newsela resources are in the new curriculum, though they were present in the old curriculum.
  - Specific resources
    - There were 9 instances of Board members expressing concerns about a specific resource.
      - Six were resources that can be modified or replaced to address the specific concern. The Secondary Curriculum Team has been directed to find alternatives and/or modify the resources to be responsive to the Board member concerns.
      - Three were resources that were aligned to the Essential Question and Focus Questions and are from either .gov or National Geographic sources that were deemed credible.

# Board of Education Member Feedback & Concerns

- New curriculum feedback
  - Concern about the Maryland State Social Studies Standard being weak in content.
    - MSSSS cannot be modified, as they are regulated by COMAR.
    - The concern requested that Board member be directed to where American Civil Process is taught. The notes include that it is taught in:
      - **Grades 1-3** in a quarter-long Civics unit that includes topics ranging from how to be a responsible citizen, how leaders in a democracy address the wants and needs of the people they serve, tool of voting as part of civic life, how to interact with local civic and/or community leaders, etc.
      - **Grades 4-5** through the lens of an historical study of the framing of the Constitution, including a simulation in which students act as legislators to experience the legislative process
      - **Grade 8** through the lens of an historical study of US History that is MCAP assessed
      - **HS US Government**, which is a year-long study with an MCAP assessment covering topics ranging from foundational principles of American democracy (federalism; checks and balances; separation of powers; consent of the governed; popular sovereignty; majority rule with minority rights/protections; rule of law; etc.) to the specifics of the three coequal branches of government at local, state, and national levels; influences on governmental decisions/actions, including the ways individuals and groups can influence the government; etc.



# Board of Education Member Feedback & Concerns

- New curriculum feedback
  - Concerns about teaching about anthropogenic (human-induced) climate change
    - Explicit language in the framework cannot be modified
    - Two indicators explicitly teaches anthropogenic climate change, representing 1.6% of the curriculum/instructional days and 3.5% of all objectives (57 total) in the framework
      - Unit 2, Experience 4 EQ: How does climate change force humans to live differently?
        - **What are the origins of human-caused climate change?** (1 day)
        - What/How do geographic characteristics make some communities more vulnerable to climate change than others? (2-3 days)
        - What is the global impact of climate change on the natural environment? (2-3 days)
        - **What are the local, regional, and global attempts to adapt to and mitigate the effects of human-caused climate change?** (2 days)

# Need for New

- Alignment to state frameworks in compliance with COMAR
- Cohesive flow of content between elementary and middle school (bookended from SS5 to SS8)
  - Current curriculum not cohesive to the rest of the SS scope and sequence, causing Grade 8 teachers to spend time reteaching content from elementary schools prior to addressing required USH8 content
    - Delay in addressing required USH8 content puts students at a disadvantage for Grade 8 Social Studies MCAP
- New curriculum more directly and systematically addresses skills needed for students to be successful on Grade 8 Social Studies MCAP
- Old curriculum is outdated, lacks proper resources

# 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