

TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., Interim State Superintendent of Schools 

DATE: January 23, 2024

SUBJECT: 6th & 7th Grade Social Studies Revised Frameworks

Purpose

The Social Studies branch of the Office of Teaching and Learning (OTL) presents for review and adoption the revised 6th and 7th grade Social Studies Frameworks.

Background/Historical Perspective

The Maryland State Department of Education (MSDE) is committed to providing best in class curricular guidance and materials through a collaborative and transparent process that emphasizes students and teachers. To that end, the revision process for the 6th and 7th grade social studies curricular frameworks included collaboration and engagement from a diverse set of stakeholders, including: Local Education Agency (LEA) content supervisors, academic partners, and classroom teachers.

In 2015, the Maryland State Board of Education (MSBE) adopted new social studies standards which aligned with the College, Career, and Civic Life (C3) Framework. In September 2019 the 6th and 7th grade social studies framework revision process began. In 2020 MSBE completed a review of the Maryland State Social Studies Standards (MSSS) and approved the revised standards. In March of 2022, the collaborative, statewide workgroup tasked with drafting the 6th and 7th grade frameworks, completed their draft. In September 2022 through February 2023, the 6th and 7th grade frameworks draft underwent academic review with final edits completed in fall 2023.

Executive Summary

This presentation will provide information on the following:

1. Goals of the Revision Process
2. The Revision Process, Engagement, & Professional Learning
3. Updates & Changes to the Frameworks

Action

Requesting the adoption of, and permission to publish, the revised 6th and 7th grade Social Studies Frameworks.

Attachments

6_7_SS_Frameworks_MSBE.pdf

Standards & Frameworks Adoption Process_Definitions_Timeline.pdf

Standards & Frameworks Adoption Flowchart.pdf

Grade 6 and 7 Social Studies Framework FINAL.pdf

OFFICE OF TEACHING & LEARNING

6th & 7th Grade Social Studies Frameworks

January 10, 2024

Presented By | Peter Ramsey, Director of Social Studies



Presentation Outline

1. Introduction
2. Decision Point & Goals
3. Overview/History
4. Process
5. What's New?
6. What's Next?
7. Appendix

Decision Point

The Maryland State Department of Education's (MSDE) Social Studies Branch of the Office of Teaching and Learning is requesting the adoption of, and permission to publish, the updated 6th and 7th grade social studies frameworks by the Maryland state Board of Education (MSBE).

Key Elements of this Decision

- Our current 6th & 7th grade frameworks are out of alignment with our standards.
- MSDE has engaged with teachers, community organizations, academics, and Local Education Agency (LEA) supervisors in the development of these new frameworks.
- Geographic thinking skills are critical to students' academic success and their College and Career Readiness.

Goals for the Revision of the 6th & 7th Grade Social Studies Standards



To bring the frameworks into alignment with the Maryland State Social Studies Standards (MSSSS) and their emphasis on inquiry.



To provide consistency to Local Education Agency's (LEA) regarding what learners should know and be able to do in 6th & 7th grade social studies.



To innovate traditional methods of social studies instruction that primarily focus on lecture, recitation, and chronology.



To equip our learners with the geographical thinking skills that will support them to be successful in 8th grade US History and secondary social studies classes.

Why Geography?



The 6th and 7th grade social studies framework supports the development of *essential geographical thinking skills* that are *critical* to a student's success in 8th grade US History as well as high school social studies courses.



These geographical thinking skills embedded within the new 6th & 7th Grade Social Studies Frameworks provide a key platform for *building critical background knowledge* that supports language comprehension, overall literacy growth, and skilled reading.

The Framework Revision Process



15 of the 24 LEAs were represented in the workgroup



Step 1: LEA supervisor input and recruitment

Starting in 2019, MSDE surveyed all 24 LEA's, completed a national review of curriculum, set revision priorities (geography) and convened a diverse workgroup to revise the 6th/7th grade social studies frameworks.



Step 2: Framework revision workgroup

From 2021-2022, the revision workgroup met and revised the frameworks.



Step 3: MSDE & supervisor review

MSDE and LEA supervisors applied edits to the revised frameworks.



Step 4: Academic review

MSDE shared the revised frameworks for academic review with Dr. Richard Russo/Frostburg St. & Dr. Todd Kenreich/Towson Univ.).



Step 5: Release & professional learning

By summer of 2024 social studies supervisors will be able to interpret and implement high quality professional learning aligned with the new frameworks.

Body of Engagement: Academic Outreach & Collaboration

- MSDE engaged with vital stakeholder groups such as the Baltimore Jewish Council and the Asian American Pacific Islander Workgroup
- MSDE engaged our academic partners within the University of Maryland system for review (Dr. Richard Russo/Frostburg St. & Dr. Todd Kenreich/Towson Univ.)

Dr. Todd Kenreich

...this framework offers powerful questions that guide inquiry-based learning of the past and present. The framework is a major step toward putting the 21st century into 21st century learning.

Dr. Richard Russo

The draft framework outlines an ambitious and challenging set of indicators and objectives across a two-year curriculum. I can see the influence of the National Geography Standards and the AP Human Geography course framework in the determination of unit questions and of the proposed essential questions and indicator & objectives related to content topics.

Body of Engagement: Teacher Feedback

MSDE requested feedback from teachers on the revised 6th & 7th Grade Social Studies Frameworks.



89% of respondents indicated that the revised curriculum frameworks promoted inquiry.



88% of respondents indicated that the revised curriculum frameworks provide students with an opportunity to make connections to the world and current events.



75% of respondents indicated that the revised curriculum frameworks set the stage for grade 8 and Modern World History.



73% of respondents indicated that the revised frameworks prioritize depth over breadth.



83% of respondents indicated that the revised frameworks prioritize geographical thinking skills.

Revisions to the Formatting of the State Frameworks

| Previous | Revised |
|--|---|
| Outline format consisting of lists of indicators and objectives | Inquiry based format including enduring understandings, unit questions, and essential questions |
| Indicators and objectives are listed by state standard, core learning goals, indicators, and objectives | Indicators and objectives are organized by units with enduring understandings and standards are interwoven throughout |
| Standard 6.0 is listed separately at the end of the document and linked to the Maryland College and Career Ready Standards | Standard 6.0 is highlighted in the front matter and the Inquiry Arc is identified as the primary means for acquiring the content in the framework |
| No Introduction | Introduction provides an overview of the development of social studies state frameworks in Maryland |
| No Course Overview | Course Overview provides an explanation for the intended purpose, goals, and structure of the two-year learning experience |

Chronology Vs. Geographic Understandings

Rather than *chronology*, the Grade 6 and 7 Social Studies Framework is organized around a series of big questions related to enduring *geographic* understandings that promote student investigation of the past and present.

The enduring geographic understandings that structure the two-year course are:

| Movement | Human Systems | Human Interactions with the Environment | Place and Region |
|--|---|---|---|
| People, goods, and ideas move across the planet through migration, trade, transportation and communication networks. | 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 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. | 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. |

6th & 7th Grade Revised Frameworks Unit Snapshots

| Unit | Enduring Understanding | Overarching Essential Question | |
|--|--|---|-----------------------|
| Unit 1: Geographic Thinking | Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in. | How would a geographer interpret Earth and the land now called the United States? | 6 th Grade |
| Unit 2: Human Interaction with the Environment | Humans adapt to, modify, protect, and exploit the environment. | Why do humans adapt to, modify, protect, and exploit their environments? | |
| Unit 5: Movement of Humans | Human movement facilitates the exchange of religious, cultural, and material goods which can create conflict and transformation. | How does human movement create change? | 7 th Grade |
| Unit 8: Regional Case Study of Geographic Thinking | Geography can explain political, economic, and social patterns of settlement and interaction. | How do geographic understandings explain the history of the Americas? | |

Background Knowledge & The Revised Frameworks



Frameworks that focus on building knowledge: The revised frameworks focus on building a learner's *background knowledge* by ensuring that they understand the global context for the events they will study in Middle School United States History as well as establish a foundation for launching their high school experience in Modern World History.



Setting the bar: These frameworks task learners with exploring how *location* affects the events, ideas, and individuals being investigated. Thus, this framework sets the bar for best-in-class social studies programming by synthesizing both skill and knowledge development.



Skills alignment: Significant opportunities exist within the framework to integrate *claim construction, evidence evaluation, and argumentative writing* so that grades 6 and 7 are an effective scaffold to support student success on the middle school social studies assessment administered at the end of grade 8.

Professional Learning Outline





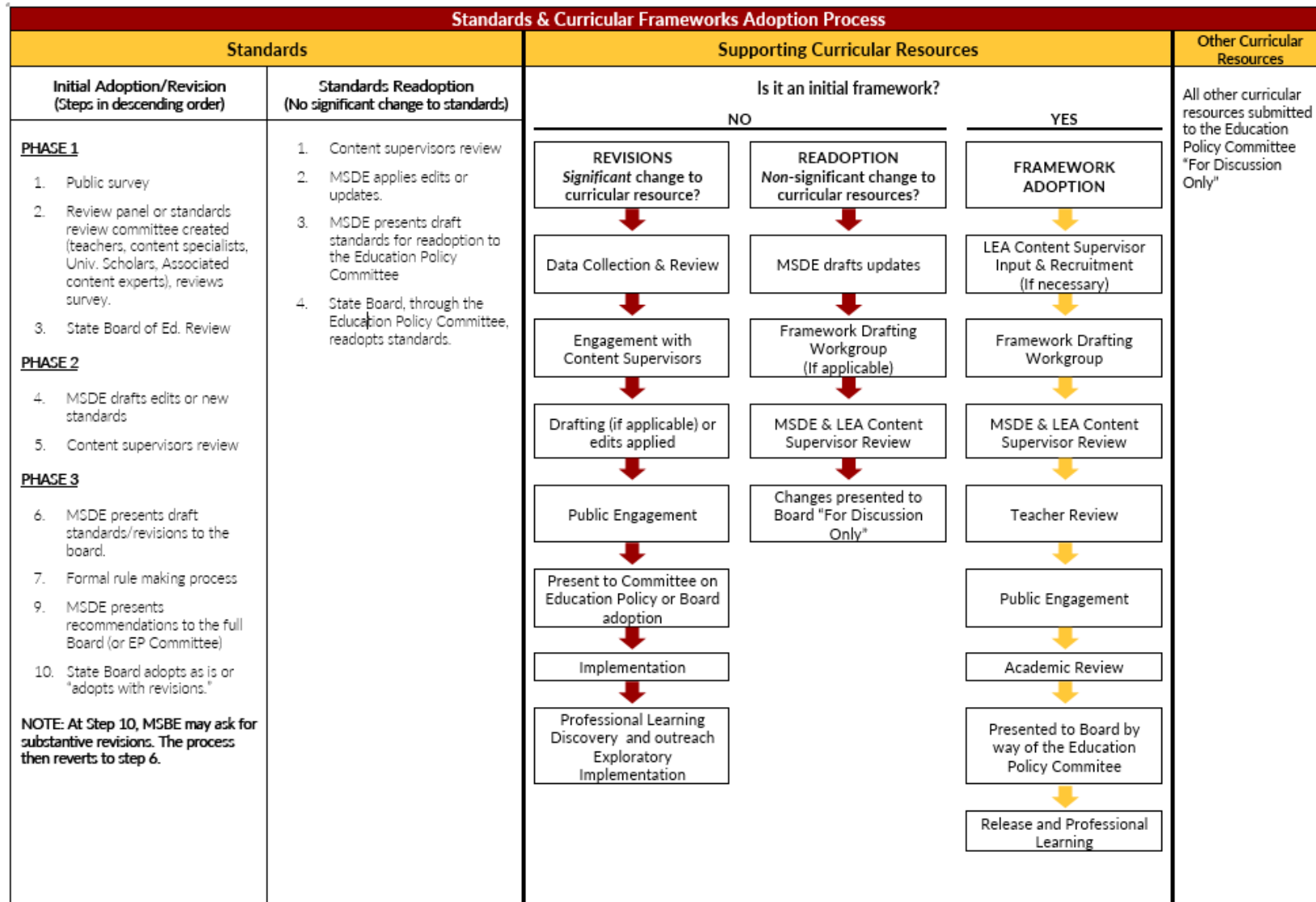
Appendix

1. Introduction
2. Goals & Decisions
3. Overview/History
4. Process
5. What's New?
6. What's Next?
7. Appendix

Key Terms & Definitions of the Standards Adoption Process

| Key Terms | Definitions |
|--|--|
| Curricular Frameworks | Curriculum frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs. The curricular frameworks provide guidance for implementing the State Standards which are reviewed and adopted by the Maryland State Board of Education (MSBE). They do not provide a compulsory curriculum. |
| Supporting Curriculum Resources | Defined as: course syllabi, sample lesson plans, curated student work examples that meet proficiency, "curriculum units," and curriculum frameworks. Submitted to MSBE for adoption. |
| Supporting Curricular Resources Adoption | The process by which altogether new supporting curricular materials are approved and certified by MSBE for the first time. This process may include a 30-day public comment period. |
| Significant Change/Revision | A revision or edit that modifies the meaning and/or the intended student outcome related to a particular curricular resource or standard. Only revisions or edits that constitute a significant change require Board readoption. |
| Supporting Curricular Materials: REVISIONS, UPDATES, or READOPTIONS | The process by which previously adopted supporting curricular resources are reapproved by MSBE. <ul style="list-style-type: none"> • Revisions: If the revision is considered a "significant change", a 30-day public comment period may be utilized • Readoption: No material changes to the supporting curricular material. Presented to MSBE, by way of the Education Policy Committee. • Update & Polish: Routine updates, as national trends or emergent needs dictate, that do not alter the meaning or spirit of a curricular resource are presented to the Education Policy Committee for "discussion only." |
| Curricular Frameworks Adoption Timeline | Frameworks are revised, reviewed, and adopted by MSBE as emergent needs or national trends dictate, or to ensure alignment with changes to the standards. |
| Content Standards | Positive statements that define what students should know and be able to do in a core content area. Whereas curriculum resources are not compulsory, content standards are. All Local Education Agencies (LEAs) must align their curricula to the State content standards. |
| Initial Standards Adoption Process | The process by which MSBE adopts educational standards. This process includes stakeholder, peer and expert review, a 30-day public comment period, 15-day review by the Joint Committee on Administrative, Executive, and Legislative Review (AELR) as well as a full presentation before MSBE. |
| Standards Adoption/Readoption & Revision Timeline | All discipline specific standards will be reviewed and/or adopted on, at least, an 8-year cycle, or, as needed as national trends or emergent needs dictate. |
| Standards Readoption Process | The process by which previously adopted standards, wherein there are no significant material changes, <u>are</u> readopted through a presentation before the Education Policy Committee. This process does not include a 30-day public comment period. Standards are presented "for discussion only." |
| Standards Update Process | The process by which previously adopted standards are routinely updated as national trends or emergent needs dictate. These updates should not constitute a significant change. |

Standards & Curricular Resources Adoption Process



Standards Adoption timeline

| Discipline | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
|-----------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| CA | | | | | | | | 🕒 | ✓ | 🏫 | | | | | | | | 🕒 | ✓ | 🏫 | | | |
| Early Learning | | | | | | 🕒 | ✓ | 🏫 | | | | | | | | 🕒 | ✓ | 🏫 | | | | | |
| ELit | 🕒 | ✓ | 🏫 | | | | | | | | | 🕒 | ✓ | 🏫 | | | | | | | | 🕒 | ✓ |
| CHE | | 📚 | | | | | | | | | | ✓ | | 📚 | | | 🕒 | ✓ | 🏫 | | | | |
| SPE | | 📚 | | | | | | 🕒 | ✓ | | | 📚 | 📚 | | 📚 | | 🕒 | ✓ | 🏫 | | | | |
| Literacy | | 🕒 | ✓ | 🏫 | | | 📚 | | | | | | | | | | 🕒 | ✓ | 🏫 | | | | |
| Math | | 🕒 | ✓ | 🏫 | | | | | | | | | | | | | 🕒 | ✓ | 🏫 | | | | |
| Science | | | | | | ✓ | 🏫 | | | | | | | | | | | | | | 🕒 | ✓ | 🏫 |
| Social Studies ¹ | | | | | | | | 🕒 | ✓ | 🏫 | | | 🕒 | ✓ | 🏫 | | 📚 | | | | | | 🕒 |

NOTE: The above timeline does not encompass framework, standard revisions, or updates that constitute a significant change to previously adopted standards or supporting curricular resources.

| | | |
|---|--|--|
| 🕒 | Revision/Adoption Start Date | <ul style="list-style-type: none"> • PE = Physical Education • CHE = Comprehensive Health Education • ELA = English Language Arts • ELit = Environmental Literacy <ul style="list-style-type: none"> • CA = Comprehensive Arts • GTL = Gifted & Talented Learners • PE = Physical Education |
| ✓ | Targeted Completion/Standards Adoption | |
| 🏫 | Targeted Date for Implementation in Schools ² | |
| 📚 | Frameworks Published/Adopted | |

6th & 7th Grade Workgroup Members

| 6th Grade | | | | | 7th Grade | | | | |
|------------|--------------|--|--------------|------------------|-------------|------------|--|--------------|------------------|
| First Name | Last Name | Role | Grade | LEA | First Name | Last Name | Role | Grade | LEA |
| Tammy | Fochtman | Classroom teacher | Grade 6 | Allegany | Brett | Clites | Classroom teacher | Grade 7 | Allegany |
| Nicole | Ivey | Classroom teacher | Grade 6 | Harford | Mark | Lowrie | Classroom teacher | Grade 7 | Dorchester |
| Jocelyn | Tremper | Classroom teacher | Grade 6 | Somerset | Mike | San Julian | Classroom teacher | Grade 7 | Garrett |
| Stephen | Zubko | Classroom teacher | Grade 6 | Worcester | Rebecca | Chung | Classroom teacher | Grade 6 or 7 | Montgomery |
| Christine | Torelli | Classroom teacher | Grade 6 | Anne Arundel | James (Jim) | Rossi | Classroom teacher | Grade 7 | Washington |
| Kentavius | Jones | Classroom teacher | Grade 6 | Dorchester | Christopher | Schultz | Classroom teacher | Grade 7 | St. Mary's |
| Kate | Roberts | Classroom teacher | Grade 6 | Allegany | Heather | Hand | Classroom teacher | Grade 7 | Worcester |
| Jaclyn | Boor | Classroom teacher | Grade 7 | Allegany | Curtis | Anderson | Classroom teacher | Grade 6 or 7 | Anne Arundel |
| Nina | Johnson | Classroom teacher | Grade 6 or 7 | Balt City | Jamar | Guy | Classroom teacher | Grade 7 | Balt City |
| Wendy | Schanberger | Department Chair | Grade 6 or 7 | Baltimore County | Karen | Yelito | Department Chair | Grade 6 or 7 | Baltimore County |
| Capri | Thornton | Classroom teacher | Grade 6 | Calvert | Lynda | Hampshire | Classroom teacher | Grade 7 | Calvert |
| Jesse | Harrington | Classroom teacher, Department Chair | Grade 6 | Carroll | Margaret | Mayberry | Classroom teacher | Grade 7 | Carroll |
| Alexandra | Glinka | Classroom teacher, Department Chair | Grade 6 | Cecil | Victoria | Davenport | Classroom teacher, Department Chair | Grade 7 | Cecil |
| Jessenia | Kubala | Classroom teacher | Grade 6 | Frederick | Jeffrey | Thompson | Classroom teacher | Grade 7 | Dorchester |
| Emily | Pownell | Classroom teacher | Grade 6 | Harford | Alexander | Reifer | Classroom teacher, Department Chair | Grade 7 | Frederick |
| Eric | Grabau | Department Chair | Grade 6 | Howard | Kimberlee | Govoruhk | Classroom teacher | Grade 7 | Harford |
| Gretchen | Winch | Classroom teacher | Grade 6 | Montgomery | Christopher | Nobis | Classroom teacher | Grade 7 | Howard |
| Katherine | Sushinsky | Department Chair | Grade 6 | St. Mary's | Vicki | Mihailidis | Classroom teacher | Grade 7 | Montgomery |
| Brian | Stottlemeyer | Classroom teacher | Grade 6 | Washington | Thomas | Hayman | Classroom teacher | Grade 7 | Queen Anne |
| Julia | Berg | Classroom teacher | Grade 6 | Wicomico | Amanda | Wadel | Classroom teacher | Grade 7 | Washington |
| Bill | Duck | Classroom teacher | Grade 6 | Wicomico | James | McCrobie | Classroom teacher | Grade 6 or 7 | Wicomico |

| Key Terms | Definitions |
|--|---|
| Curricular Frameworks | <p>Curriculum frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs. The curricular frameworks provide guidance for implementing the State Standards which are reviewed and adopted by the Maryland State Board of Education (MSBE).</p> <p>They do not provide a compulsory curriculum.</p> |
| Supporting Curriculum Resources | <p>Defined as: course syllabi, sample lesson plans, curated student work examples that meet proficiency, “curriculum units,” and curriculum frameworks. Submitted to MSBE for adoption.</p> |
| Supporting Curricular Resources Adoption | <p>The process by which altogether new supporting curricular materials are approved and certified by MSBE for the first time. This process includes a robust public engagement period.</p> |
| Significant Change/Revision | <p>A revision or edit that modifies the meaning and/or the intended student outcome related to a particular curricular resource or standard. Only revisions or edits that constitute a <i>significant change</i> require Board readoption.</p> |
| Supporting Curricular Materials: REVISIONS, UPDATES, or READOPTIONS | <p>The process by which previously adopted supporting curricular resources are reapproved by MSBE.</p> <ul style="list-style-type: none"> • <u>Revisions</u>: Revisions considered a “significant change” follow the initial adoption pathway. • <u>Readoption</u>: No material changes to the supporting curricular material. Presented to MSBE, by way of the Education Policy Committee. • <u>Update & Polish</u>: Routine updates, as national trends or emergent needs dictate, that do not alter the meaning or spirit of a curricular resource are presented to the Education Policy Committee for “discussion only.” |
| Curricular Frameworks Adoption Timeline | <p>Frameworks are revised, reviewed, and adopted by MSBE as emergent needs or national trends dictate, or to ensure alignment with changes to the standards.</p> |
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| Standards Adoption/Readoption & Revision Timeline | <p>All discipline specific standards will be reviewed and/or adopted on, at least, an 8-year cycle, or, as needed as national trends or emergent needs dictate.</p> |
| Standards Readoption Process | <p>The process by which previously adopted standards, wherein there are no significant material changes, are readopted through a presentation before the Education Policy Committee. Standards are presented “for discussion only.”</p> |
| Standards Update Process | <p>The process by which previously adopted standards are routinely updated as national trends or emergent needs dictate. These updates should not constitute a significant change.</p> |

| Discipline | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
|-----------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| CA | | | | | | | | 🕒 | ✓ | 🏫 | | | | | | | | 🕒 | ✓ | 🏫 | | | |
| Early Learning | | | | | | 🕒 | ✓ | 🏫 | | | | | | | | 🕒 | ✓ | 🏫 | | | | | |
| ELit | 🕒 | ✓ | 🏫 | | | | | | | | | 🕒 | ✓ | 🏫 | | | | | | | | 🕒 | ✓ |
| CHE | | 📚 | | | | | | | | | | ✓ | | 📚 | | | 🕒 | ✓ | 🏫 | | | | |
| SPE | | 📚 | | | | | | 🕒 | ✓ | | | 📚 | 📚 | | 📚 | | 🕒 | ✓ | 🏫 | | | | |
| Literacy | | 🕒 | ✓ | 🏫 | | | 📚 | | | | | | | | | | 🕒 | ✓ | 🏫 | | | | |
| Math | | 🕒 | ✓ | 🏫 | | | | | | | | | | | | | 🕒 | ✓ | 🏫 | | | | |
| Science | | | | | | ✓ | 🏫 | | | | | | | | | | | | | | 🕒 | ✓ | 🏫 |
| Social Studies ¹ | | | | | | | | 🕒 | ✓ | 🏫 | | | 🕒 | ✓ | 🏫 | | 📚 | | | | | | 🕒 |

NOTE: The above timeline does not encompass framework, standard revisions, or updates that constitute a *significant* change to previously adopted standards or supporting curricular resources.

| | | |
|---|--|--|
| 🕒 | Revision/Adoption Start Date | <ul style="list-style-type: none"> • PE = Physical Education • CHE = Comprehensive Health Education • ELA = English Language Arts • ELit = Environmental Literacy <ul style="list-style-type: none"> • CA = Comprehensive Arts • GTL = Gifted & Talented Learners • PE = Physical Education |
| ✓ | Targeted Completion/Standards Adoption | |
| 🏫 | Targeted Date for Implementation in Schools ² | |
| 📚 | Frameworks Published/Adopted | |

¹ MSBE requested this 2021 review/readoption.

² Please note; target dates are subject to change based upon MSDE implementation support plans & frameworks.

Standards & Curricular Frameworks Adoption Process

| Standards | | Supporting Curricular Resources | | | Other Curricular Resources |
|--|--|--|--|---|--|
| Initial Adoption/Revision (Steps in descending order) | Standards Readoption (No significant change to standards) | Is it an initial framework? | | | All other curricular resources submitted to the Education Policy Committee "For Discussion Only" |
| | | NO | YES | | |
| <p>PHASE 1</p> <ol style="list-style-type: none"> Public survey Review panel or standards review committee created (teachers, content specialists, Univ. Scholars, Associated content experts), reviews survey. State Board of Ed. Review <p>PHASE 2</p> <ol style="list-style-type: none"> MSDE drafts edits or new standards Content supervisors review <p>PHASE 3</p> <ol style="list-style-type: none"> MSDE presents draft standards/revisions to the board. Formal rule making process MSDE presents recommendations to the full Board (or EP Committee) State Board adopts as is or "adopts with revisions." <p>NOTE: At Step 10, MSBE may ask for substantive revisions. The process then reverts to step 6.</p> | <ol style="list-style-type: none"> Content supervisors review MSDE applies edits or updates. MSDE presents draft standards for readoption to the Education Policy Committee State Board, through the Education Policy Committee, readopts standards. | <p>REVISIONS <i>Significant change to curricular resource?</i></p> <p>↓</p> <p>Data Collection & Review</p> <p>↓</p> <p>Engagement with Content Supervisors</p> <p>↓</p> <p>Drafting (if applicable) or edits applied</p> <p>↓</p> <p>Public Engagement</p> <p>↓</p> <p>Present to Committee on Education Policy or Board adoption</p> <p>↓</p> <p>Implementation</p> <p>↓</p> <p>Professional Learning Discovery and outreach Exploratory Implementation</p> | <p>READOPTION <i>Non-significant change to curricular resources?</i></p> <p>↓</p> <p>MSDE drafts updates</p> <p>↓</p> <p>Framework Drafting Workgroup (If applicable)</p> <p>↓</p> <p>MSDE & LEA Content Supervisor Review</p> <p>↓</p> <p>Changes presented to Board "For Discussion Only"</p> | <p>FRAMEWORK ADOPTION</p> <p>↓</p> <p>LEA Content Supervisor Input & Recruitment (If necessary)</p> <p>↓</p> <p>Framework Drafting Workgroup</p> <p>↓</p> <p>MSDE & LEA Content Supervisor Review</p> <p>↓</p> <p>Teacher Review</p> <p>↓</p> <p>Public Engagement</p> <p>↓</p> <p>Academic Review</p> <p>↓</p> <p>Presented to Board by way of the Education Policy Committee</p> <p>↓</p> <p>Release and Professional Learning</p> | |



Grades 6 and 7 Social Studies Framework

DRAFT NOT FOR DISTRIBUTION

Introduction

The Code of Maryland Regulations (COMAR) 13A.04.08.01, Requirements for Social Studies Instructional Programs for Grades Prekindergarten – 12 states that, “each local education agency shall provide in public schools an instructional program in social studies each year for all students in grades prekindergarten – 8; and offer in public schools a social studies program in grades 9 – 12 which enables students to meet graduation requirements and to select social studies electives.”

State Frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs in social studies. State Frameworks are defined as supporting documents and provide guidance for implementing the State Standards in Social Studies which are reviewed and adopted by the Maryland State Board of Education every eight years. State Frameworks also provide consistency in learning expectations for students in social studies programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

The tenure and stability of State Frameworks affords local education agencies the necessary time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in middle level social studies were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The Grade 6 and 7 Social Studies Framework is projected to be released in Winter 2023. This document is currently in draft form.

Course Overview

Grades 6 and 7 social studies is a two-year experience in which students employ geographic, economic, civic, and historical tools to understand how big geographic questions link the past to the present. Grade 6 and 7 social studies builds on the elementary social studies courses by aligning a progression of skills and student understanding of civics, geography, economics, and history. This two-year sequence ensures that students understand the global context for the events they will study in Middle School United States History as well as establish a foundation for launching their high school experience in Modern World History. Exploration of each topic should start with an examination of how location affects the events, ideas, and individuals being investigated. In addition, students should understand the broader historical context for each topic. Significant opportunities exist within the framework to integrate claim construction, evidence evaluation, and argumentative writing so that grades 6 and 7 scaffold to support student success on the middle school assessment administered at the end of grade 8.

Organizationally, grades 6 and 7 social studies require students to shift between spatial scales to emphasize interactions between different scales of study and to find connections across time and geography. The spatial scales incorporated in this framework are:

- **Global:** Concentrates on large-scale patterns occurring in several areas of the globe.
- **Regional:** Concentrates on patterns occurring across more than one place.
- **Local:** Concentrates on patterns in one specific place with unique cultural and physical features.

Rather than chronology, the Grade 6 and 7 Social Studies Framework is organized around a series of big questions related to enduring geographic understandings that link student investigation of the past and present. The enduring geographic understandings that structure the course are:

- **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.

Throughout the framework selected cases studies allow for the analysis of the geographic understandings. If not otherwise defined, the shifting scales of the case studies allow for local and school-based content decisions. When specific places, people, and/or regions for case studies have not been

identified, content opportunities are narrowed by the naming of continents; avoiding regional applications that can shift throughout time. To help students in acquiring these understandings, the content of the framework is structured by the following six state 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: Economics | Students will 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 will inquire about significant events, ideas, beliefs, and themes to identify patterns, 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 will 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. |

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

Using this document:

The organization of the framework is uniform throughout the entire document. On this page the key terms that are used are defined to support the use of the document.

Sample Unit Template

Unit Enduring Understanding: An **enduring understanding** is the overarching, conceptual guideline for the unit. Enduring understandings explain why this unit is important and connect important concepts and processes to history and the world today.

Unit Question: A **unit question** connects the big ideas in the enduring understandings and essential questions to the period of study. Everything in the unit contributes to answering this question.

Layout of Content

| CONTENT TOPIC | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|---|---|
| <p>The content topic indicates the umbrella under which several common topics are organized for study.</p> <p>Dates are provided to help frame the investigation of the content topic.</p> | <p>Essential questions help students unpack the big ideas in the enduring understandings and social studies thinking skills. These are questions that can be asked and answered in different times and places.</p> | <p>Indicator statements assist teachers in determining how to link specific content to be studied to the essential question.</p> <ul style="list-style-type: none"> • Objectives provide teachers with detailed information regarding what specific learning should occur. |

DRAFT

Unit 1: Geographic Thinking

Unit Enduring Understanding: Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in.

Unit Question: How would a geographer interpret Earth and the land now called the United States?

Unit Content

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|--|--|
| <p>Geographic Understandings</p> <p>(2000 – present)</p> | <p>Why study Earth and the people who live on it?</p> | <p>Students will analyze geography as a tool for learning about the past, present, and planning for future by:</p> <ul style="list-style-type: none"> • Analyzing how the physical and human attributes or characteristics of a location make areas unique. • Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms. • 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. • Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|--|--|---|
| <p>Place and Region (2000 - present)</p> | <p>Can a map accurately define a place?</p> | <p>Students will analyze the regional impact of place on how people live in the United States by:</p> <ul style="list-style-type: none"> • Examining maps to determine the physical attributes of the United States through physical location, climate, and landforms. • Examining maps and data to determine the cultural attributes of the United States through population density and land use. • Analyzing how physical and human attributes define various form, functional, and perceptual regions of the United States. • Analyzing how digital communications have altered the perception of place. |
| <p>Movement (2000 - present)</p> | <p>Why do people move?</p> | <p>Students will analyze the local, regional, and global movement of people and ideas to and within the United States by:</p> <ul style="list-style-type: none"> • Examining maps and data to determine how the populations have shifted throughout time in the United States. • Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants. • Examining the influence of immigrants in the United States and how different immigrant waves have shifted the local environment. • Analyzing patterns, trends, and projections of population to determine the impact on regional policies. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|--|--|---|
| <p>Human Systems (Culture)</p> <p>(2000 - present)</p> | <p>Who are the people of the United States?</p> | <p>Students will analyze how the cultural geography of the United States demonstrates unity amid diversity by:</p> <ul style="list-style-type: none"> Analyzing the influence of geographic factors on art, music, and architecture in different regions of the United States. Examining the diffusion of languages in the United States. Comparing ways religion can be seen in the physical and human attributes of local communities. |
| <p>Human Interaction with the Environment</p> <p>(2000 - present)</p> | <p>Why is the environment a complex issue in the United States?</p> | <p>Students will analyze how humans in the United States adapt, exploit, manipulate and protect the environment by:</p> <ul style="list-style-type: none"> Analyzing the regional impact of agriculture, industry, and transportation on the environment in the United States. Determining the competing social, economic, and political priorities between natural resource use and environmental sustainability. Evaluating the range of responses by government, institutions, and industries to human interaction with the environment. |

Unit 2: Human Interaction with the Environment

Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment.

Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?

Unit Content

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|--|---|
| <p>The Neolithic Revolution and River Valley Civilizations</p> <p>(12,000 BCE-450 BCE)</p> | <p>Why do complex societies emerge?</p> | <p>Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by:</p> <ul style="list-style-type: none"> Analyzing how the agricultural revolution altered the lives of hunter-gatherer societies in creating permanent settlements. Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements. Evaluating the role of human interactions with the environment in the progression of early complex societies. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|---|--|
| <p>Industrialization and Urbanization</p> <p>(1800s CE – 2000s CE)</p> | <p>Are industrialization and urbanization good for everyone?</p> | <p>Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by:</p> <ul style="list-style-type: none"> • Identifying the geographic factors that led to societies becoming industrialized and urbanized. • Comparing and contrasting the cause and effects of industrialization and urbanization in Asia, Africa, and the Americas. • Evaluating the local impact of industrialization and deindustrialization on the environment and individual communities. |
| <p>The Green Revolution</p> <p>(1960 CE-1970 CE)</p> | <p>How revolutionary was the Green Revolution?</p> | <p>Students will explore how the Green Revolution’s modification and exploitation of the environment generated local, regional, and global changes by:</p> <ul style="list-style-type: none"> • Identifying the origins of the Green Revolution. • Exploring case studies to compare the effects of the Green Revolution on societies in the Americas, Asia, and Africa. • Evaluating how the Green Revolution impacted the environment, food production, and manufacturing. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|---|--|
| <p>Climate Change and Climate Resilience</p> <p>(1980 CE- today)</p> | <p>How does climate change force humans to live differently?</p> | <p>Students will explore how human adaptation, modification, and exploitation of the environment created and furthers climate change by:</p> <ul style="list-style-type: none"> • Identifying the origins of human-caused climate change. • Evaluating the global impact of climate change on the natural environment. • Evaluating the geographic characteristics that make some communities more vulnerable to climate change than others. • Evaluating the local, regional, and global attempts to adapt to and mitigate the effects of human-caused climate change. |

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 Content

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|--|---|
| Early State Formation (3100 BCE–500 CE) | How is power lost and gained? | <p>Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:</p> <ul style="list-style-type: none"> 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. |
| Theocracies (500 CE – 1700 CE) | Did theocracies create stability? | <p>Students will analyze regional and local examples of how theocracies generated stability, promoted conflict, and/or caused rebellion by:</p> <ul style="list-style-type: none"> 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. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|---|--|
| <p>Democratic Revolutions</p> <p>(1600 CE–1970 CE)</p> | <p>How effective were democratic revolutions in achieving their goals?</p> | <p>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:</p> <ul style="list-style-type: none"> • 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. |
| <p>Authoritarian Regimes</p> <p>(2000 CE – today)</p> | <p>Can authoritarian regimes survive in the 21st century?</p> | <p>Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:</p> <ul style="list-style-type: none"> • 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 4: Movement of Pathogens and Ideas

Unit Enduring Understanding: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change.

Unit Question: How can the movement of ideas and the spread of disease create change?

Unit Content

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|--|---|
| The Movement of Faith (600 BCE-1000 CE) | How do religious systems move and spread? | Students will evaluate the global movement of religion and its impacts by: <ul style="list-style-type: none"> Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam. Analyzing how trade, war, and other factors facilitate the spread of religions. Evaluating how religions influenced human communities and the formation of societies and empires. |
| Bubonic Plague (1340 CE-1350 CE) | Does the spread of disease cause people to unite? | Students will assess the effects of the Bubonic Plague on regional and local communities by: <ul style="list-style-type: none"> Tracing the geographic spread and the mechanisms that facilitated the spread of the Bubonic Plague in Asia and Europe. Describing how contemporary reactions to the Bubonic Plague were influenced by social and cultural values, and beliefs. Analyzing the plague's short- and long-term impact on population, antisemitism, feudalism, and the role of the Church in Europe. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|--|---|
| <p>The Decline of Empires</p> <p>(1945 CE-1997 CE)</p> | <p>How can the movement of ideas lead to change?</p> | <p>Students will evaluate the local and global movement of democratic ideals and its impact on colonial empires by:</p> <ul style="list-style-type: none"> • Explaining how World War Two and the United Nations served as a catalyst for decolonization and national sovereignty. • Analyzing the role of individual leaders, movements, and strategies in defeating colonial rule in Asia, Africa, and the Middle East. • Assessing the long-term consequences (boundary disputes, civil war, economic underdevelopment, rise of dictators) of colonialism on the development of newly formed states in Africa, Asia, and the Middle East. • Evaluating the progress made by former-colonial states in the 21st century. |
| <p>Pandemics</p> <p>(1980 CE-today)</p> | <p>Can human systems prevent the movement of disease?</p> | <p>Students will explore the local and global impacts of pandemics by:</p> <ul style="list-style-type: none"> • Identifying the origin, scope, and statistical trends related to the global spread of avian and other zoonotic influenza, AIDS, Zika, COVID-19 in Asia, Africa, Europe, Oceania, and the Americas. • Examining the role of multinational companies, governments, and non-governmental organizations in addressing the public health crises associated with the global spread of disease. • Contrasting the responses and impact to the global spread of disease in Asia, Africa, Europe, Oceania, and the Americas. |

Unit 5: Movement of Humans

Unit Enduring Understanding: Human movement facilitates the exchange of religious, cultural, and material goods which can create conflict and transformation.

Humans develop spatial interactions, land use and settlement patterns and create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across multiple scales.

Unit Question: How does human movement create change?

Unit Content

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|--|--|---|
| <p>The Development of the Muslim World (Dar Al Islam)</p> <p>(600 CE – 1100 CE)</p> | <p>Does territorial expansion strengthen or weaken cultural exchange?</p> | <p>Students will analyze how the expansion of Islam impacted regional political, economic, and cultural transformation by:</p> <ul style="list-style-type: none"> • Exploring the role of Muslim missionaries, merchants, and military conquests on the spread of Islamic culture and religion. • Analyzing Islamic influences on culture throughout Asia, North Africa, and Europe. • Analyzing leadership decisions made in response to ruling over diverse non-Muslim populations. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|--|--|---|
| <p>Mongol Expansion (1100 CE-1400 CE)</p> | <p>Can movement create power?</p> | <p>Students will evaluate how the local and regional expansion of the Mongol Empire facilitated the exchange, generated conflict, and created transformation by:</p> <ul style="list-style-type: none"> • Evaluating how leadership, advanced warfare, nomadic pastoralism helped the Mongol Empire gain power and expand. • Evaluating the impacts of Mongol expansion on the societies conquered. • Analyzing how territorial expansion increased Mongol contact with Africa, Asia, and Europe. |
| <p>Partition of India (1940 CE – 1971 CE)</p> | <p>How do borders shape people’s lives?</p> | <p>Students will analyze the causes and consequences of the regional refugee crisis created by the partition of India by:</p> <ul style="list-style-type: none"> • Determining the factors that contributed to the drawing of borders in the partition of India. • Tracing the mass refugee migration created by the establishment of East Pakistan, India, and West Pakistan. • Assessing the short- and long-term impacts of the partition of India. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|--|---|
| <p>21st Century Migrations</p> <p>(2000 CE -today)</p> | <p>Is migration inevitable?</p> | <p>Students will assess the causes and consequences of contemporary global and local migrations by:</p> <ul style="list-style-type: none"> • Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants. • Describing how climate change, food insecurity, population growth, environmental degradation, armed conflict, and other factors impact 21st century migration patterns in and between Asia, Africa, Oceania, Europe, and the Americas. • Contrasting the range of responses to address 21st century migration patterns. |

Unit 6: Human Systems - Economic Systems

Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.

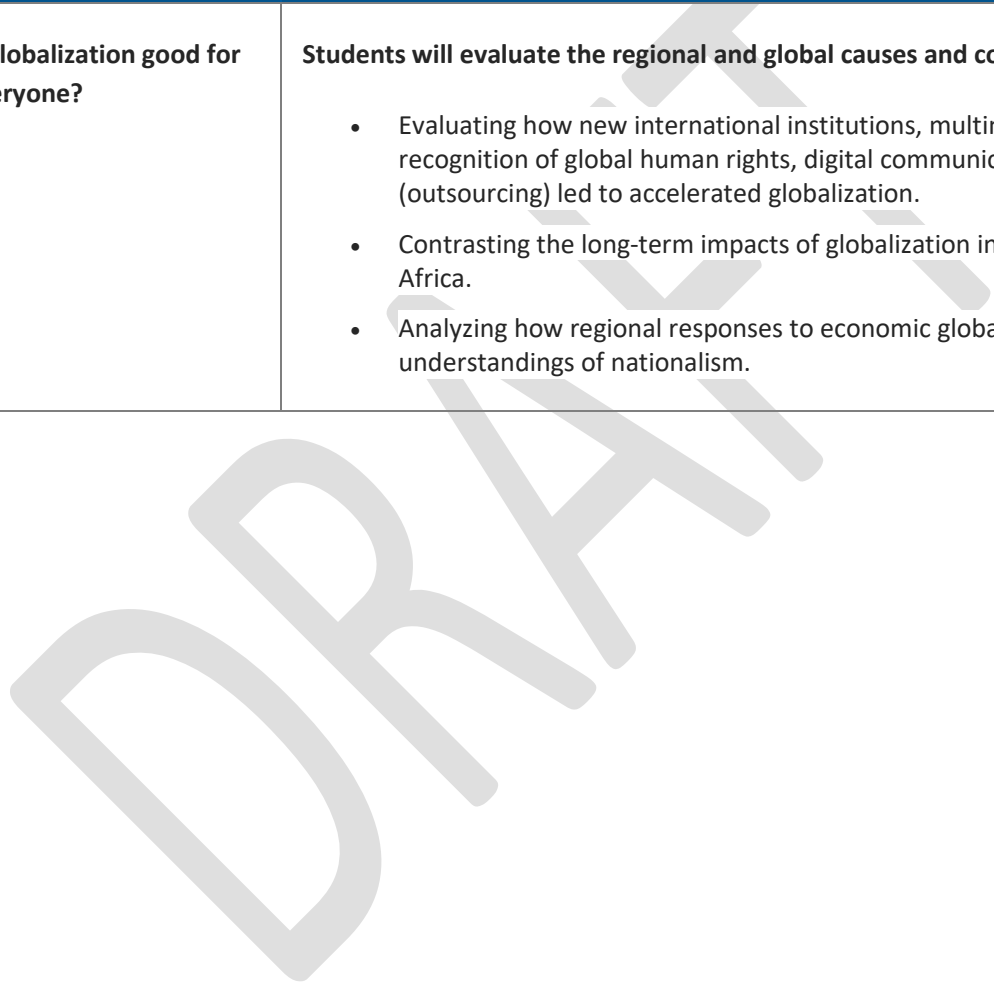
Unit Question: How can economic systems connect and divide people regionally and globally?

Unit Content

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|----------------------------------|---|
| <p>Networks of Exchange</p> <p>(1200 CE-1450 CE)</p> | <p>Is trade worth it?</p> | <p>Students will investigate how regional control of resources promoted regional and global trade among complex societies by:</p> <ul style="list-style-type: none"> • Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe. • Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes. • Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|--|---|
| <p>Capitalism (1450 CE-1900 CE)</p> | <p>How did capitalism connect and divide people?</p> | <p>Students will evaluate the regional and global causes and consequence of expanding capital markets through imperialism and settler colonialism by:</p> <ul style="list-style-type: none"> • Identifying the principles of capitalism. • Analyzing the role of capitalism in spurring innovation and creating wealth. • Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on societies in Asia, Africa, Oceania, and the Americas. • Contrasting how communities in Asia, Africa, Oceania, and the Americas responded to and resisted imperialism and settler colonialism. |
| <p>Centralized Planning in the Twentieth Century (1900 CE-2000 CE)</p> | <p>How did centrally planned economies connect and divide people?</p> | <p>Students will investigate how centrally planned economies impacted regional and global relationships by:</p> <ul style="list-style-type: none"> • Identifying the principles of communism and socialism. • Analyzing the role of labor movements, leaders, and political change in the formation of centrally planned economies. • Comparing the long-term impacts of centrally planned economies in Asia, Europe, and the Americas. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|---|---|
| <p>Globalization (1980 CE- today)</p> | <p>Is globalization good for everyone?</p> | <p>Students will evaluate the regional and global causes and consequences of globalization by:</p> <ul style="list-style-type: none"> • Evaluating how new international institutions, multinational corporations (supply chains), recognition of global human rights, digital communication, industrial technologies (outsourcing) led to accelerated globalization. • Contrasting the long-term impacts of globalization in Asia, Europe, the Americas, and Africa. • Analyzing how regional responses to economic globalization promoted and challenged understandings of nationalism. |



Unit 7: Place and Region

Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors.

Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?

Unit Content

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|---|--|
| <p>Pre-Columbian Civilizations in the Americas</p> <p>(250 CE-1600 CE)</p> | <p>Does where you live determine how you live?</p> | <p>Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by:</p> <ul style="list-style-type: none"> Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Incan civilizations. Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations. Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|--|---|---|
| <p>Tokugawa Shogunate</p> <p>(1600 CE-1868 CE)</p> | <p>How do geographic features influence the distribution of power?</p> | <p>Students will analyze how Japan’s physical and human characteristics impacted regional and power relationships under the Tokugawa Shogunate by:</p> <ul style="list-style-type: none"> Investigating the physical and human characteristics of Japan and how they influenced the development of Japanese feudalism. Assessing the effectiveness of the tools and methods used to unify, stabilize, and centralize Japanese life under the Tokugawa Shogunate Empire. Evaluating the myth of Japanese isolationism under the Tokugawa Shogunate. Evaluating the effectiveness in resisting Western imperialism. |
| <p>South African Apartheid</p> <p>(1948 CE-1994 CE)</p> | <p>How can place be manipulated to define human relationships?</p> | <p>Students will analyze how South Africa’s physical and human characteristics impacted regional power relationships that led to the defeat of Apartheid by:</p> <ul style="list-style-type: none"> Identifying how Dutch and British colonialism influenced the creation of South African Apartheid. Determining the political, economic, and social elements of the system of Apartheid. Analyzing the role of individual leaders, organizations, violent and non-violent strategies, and international pressure in defeating Apartheid. Evaluating the effectiveness of the Truth and Reconciliation Commission in redressing legacies of social injustice. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|--|----------------------------------|--|
| <p>Jerusalem (1900 CE-Today)</p> | <p>Who defines place?</p> | <p>Students will explore the local, regional, and global relationships that have defined Jerusalem as a place by:</p> <ul style="list-style-type: none"> • Describing the significance of the Holy Land to Christians, Muslims, and Jews. • Analyzing the impact of physical geography, nationalism, World War I and II, and the actions of international organizations, the Holocaust, and the founding of Israel on Jerusalem. • Assessing the effectiveness of regional conflicts, violence, and peace negotiations on the settlement of the Israeli-Palestinian conflict. • Determining how ongoing attempts at cooperation and peace continue to define and redefine Jerusalem as a place. |

Unit 8: Regional Case Study of Geographic Thinking

Unit Enduring Understanding: Geography can explain political, economic, and social patterns of settlement and interaction.

Unit Question: How do geographic understandings explain the history of the Americas?

Unit Content

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|--|--|--|
| <p>First American Nations</p> <p>(10,000 BCE-1607 CE)</p> | <p>How and why do cultural ideas, practices, and innovations change or disappear over time?</p> | <p>Students will analyze how geographic understandings explain the local and regional settlement and interaction of the indigenous people of North America by:</p> <ul style="list-style-type: none"> Analyzing how human responses to the natural environment created early complex societies in North America. Comparing and contrasting how urban centers in Chaco Canyon and Cahokia facilitated the movement of goods and ideas across long distances and connected peoples from diverse regions. Examining the role of human systems in the development of early complex societies in North America. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|---|--|---|
| <p>Transatlantic Slave Trade</p> <p>(1500 CE – 1808 CE)</p> | <p>How was culture created, preserved, and destroyed in the Trans-Atlantic Slave Trade?</p> | <p>Students will analyze the regional and global consequences of the Transatlantic Slave Trade by:</p> <ul style="list-style-type: none"> Examining the nature of slavery around the world prior to the European settlement of North America. Describing the process and experience of the Transatlantic slave trade. Analyzing the rationale for the transition to chattel slavery and its relationship to the development of the theory of race. Examining the short- and long-term effects of chattel slavery on the social, political, and economic life in colonial North America. Identifying shifts in human systems and place created by the cultural contributions of enslaved Africans and free Black populations in North America. |
| <p>Colonial and Native Interactions</p> <p>(1490 CE-1763 CE)</p> | <p>What creates conflict and cooperation among and between groups of humans?</p> | <p>Students will examine how regional interaction between European settlers and native populations altered the Americas by:</p> <ul style="list-style-type: none"> Examining the motivations for European exploration and colonialism in the Americas. Contrasting Indigenous and European approaches to land use and how treaties were used to designate and deny sovereignty. Analyzing the impact of trade, labor systems, and disease on the Indigenous nations and the European colonizers. Assessing the effectiveness of Indigenous responses and resistance to European colonization. Determining the causes and consequences of the French and Indian War on American Indian alliances, British colonial policies, and American colonists. |

| CONTENT TOPIC (TIMEFRAME) | ESSENTIAL QUESTION | INDICATOR AND OBJECTIVES |
|--|---|---|
| <p>American Indians Today</p> <p>(2010s CE-present)</p> | <p>Who are American Indians today?</p> | <p>Students will examine how American Indian nations responded to European settler colonization by:</p> <ul style="list-style-type: none"> • Examining demographic data on contemporary American Indian communities. • Analyzing the role of native sovereignty in contemporary law. • Analyzing how native culture among identified tribes has persisted and evolved over time. • Examining contributions made by American Indians to the political and economic issues of the day. |