

# Human Geography 7

Board of Education Presentation

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# Request

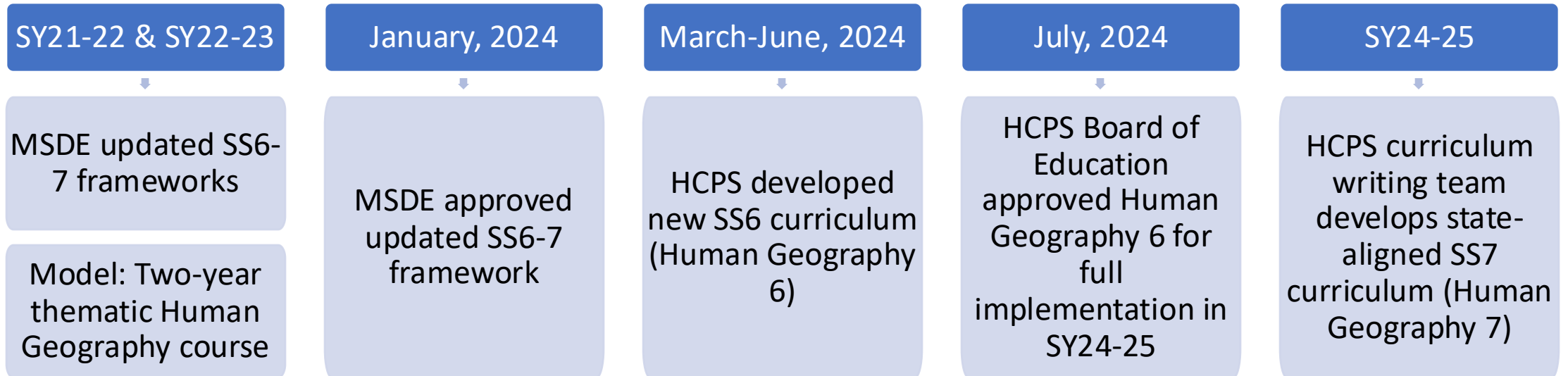
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- The Office of Social Studies requests that the Human Geography 7 curriculum be approved by the Board of Education on the recommendation of the Superintendent for implementation in SY25-26.



- **Requirements:**
  - With the full implementation of Human Geography 6 for SY24-25, Human Geography 7 is necessary to complete the sequence and to align to the MSDE Social Studies Frameworks (per COMAR 13A.04.08.01).
  - Framework-aligned curriculum to complete full Middle School Social Studies sequence is required for students to be prepared for Social Studies 8 MCAP.
  - Current Ancient World History 7 curriculum is not aligned with State requirements of Social Studies 8 MCAP

# Background



# Curriculum Development

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## Initial Development Team

- MS Social Studies teachers from ABMS, BAMS, EDMS, FAMS, HDMS, MAMS, NHMS, PMMS, SOMS; Media Center Specialist; Special Educator; HS teachers (consulting)
- Meets during the school day to:
  - collaborate development of materials and resources
  - provide feedback to one another
  - receive professional development

## Independent Review Team

- MS Social Studies teachers
- Independently evaluates and edits Initial Team's work, looking for:
  - alignment of materials with the MSDE requirements
  - a balance of perspectives in resources
  - quality of instructional approaches
  - readability of procedures

## Office of Social Studies

- Curriculum Specialist and then Content Supervisor have final review before finalizing in preparation for the Board.

# Human Geography 6

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*Implemented in SY24-25 for 1st year.*

*Units are prescribed by MSDE and HCPS can choose the order.*

## **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**

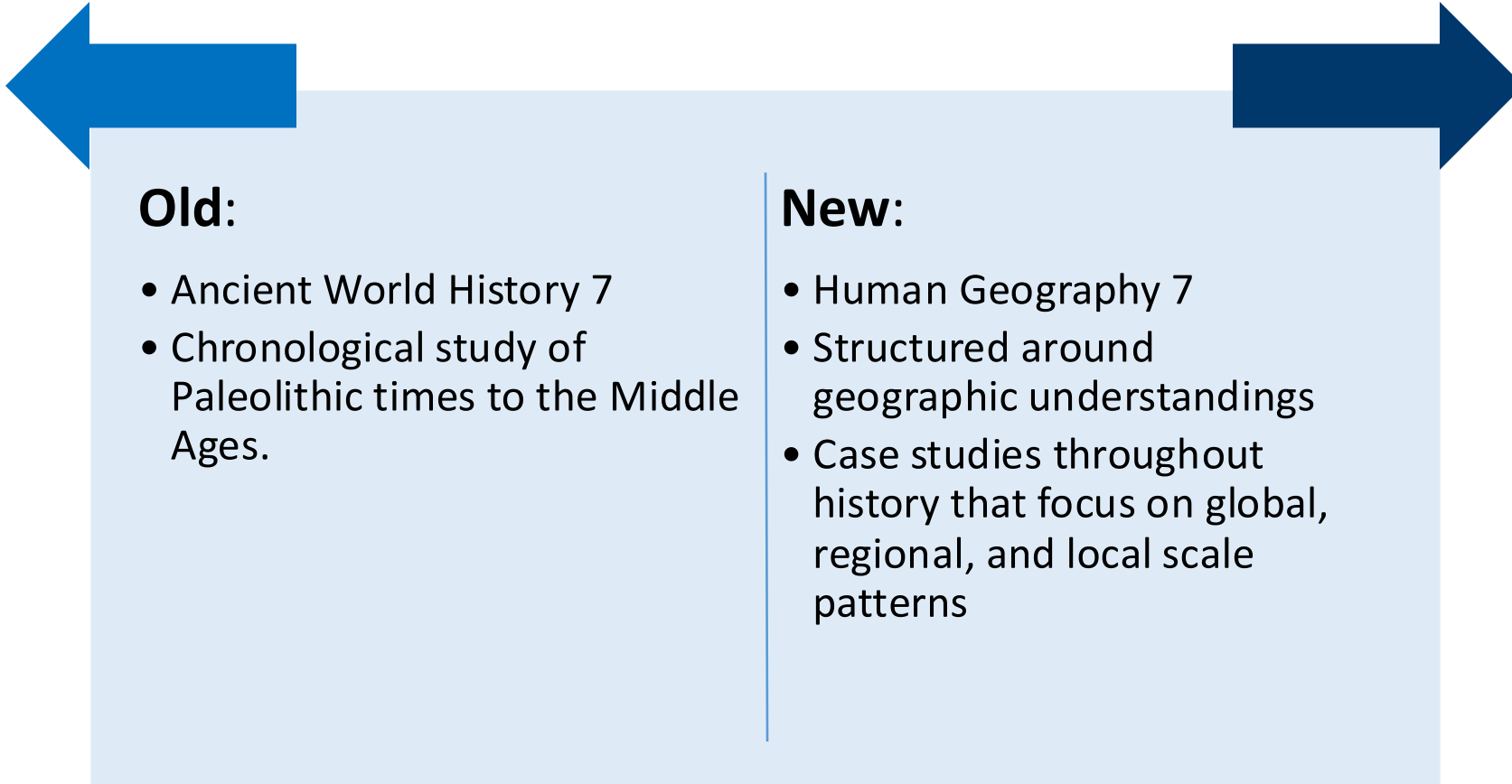
- Early State Formation
- Theocracies
- Democratic Revolutions
- Authoritarian Regimes

## **Unit 4: Human Systems- Economic Systems**

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

# What's Changing?

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# New Scope & Sequence

Unit 1: Place & Region
<ul style="list-style-type: none"><li>• Pre-Columbian Civilizations in the Americas (250-1600 CE)</li><li>• Tokugawa Shogunate (1600-1868 CE)</li><li>• South African Apartheid (1948-1994 CE)</li><li>• Jerusalem (1900 CE- Today)</li></ul>

Unit 2: Movement of Humans
<ul style="list-style-type: none"><li>• Development of the Muslim World (Dar al Islam) (600-1100 CE)</li><li>• Mongol Expansion (1100-1400 CE)</li><li>• Partition of India (1940-1971 CE)</li><li>• 21<sup>st</sup> Century Migrations (2000 CE- Today)</li></ul>

Unit 3: Movement of Pathogens & Ideas
<ul style="list-style-type: none"><li>• Movement of Faith (600 BCE-1000 CE)</li><li>• Bubonic Plague (1340-1350 CE)</li><li>• Decline of Empires (1945-1997 CE)</li><li>• Pandemics (1980-Today)</li></ul>

Unit 4: Regional Case Study*
<ul style="list-style-type: none"><li>• First American Nations (10,000 BCE- 1607 CE)</li><li>• Transatlantic Slave Trade (1500-1808 CE)</li><li>• Colonial &amp; Native Interactions (1490-1763 CE)</li><li>• American Indians Today (2010s CE- Present)</li></ul>

**\*Project Based Learning Unit:**  
Create a museum exhibit for Harford County Historical Society

# Unit 1: Place and Region

**Experience 1:** Pre-Columbian Civilizations in the Americas (250-1600 CE)

Does where you live determine how you live?

**Experience 2:** Tokugawa Shogunate (1600-1868 CE)

How do geographic features influence the distribution of power?

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

**Experience 3:** South African Apartheid (1948-1994 CE)

How can place be manipulated to define human relationships?

**Experience 4:** Jerusalem (1900 CE- Today)

Who defines place?



# Unit 2: Movement of Humans

## **Experience 1:** The Development of the Muslim World (Dar Al Islam) (600-1100 CE)

Does territorial expansion strengthen or weaken cultural exchange?

## **Experience 2:** Mongol Expansion (1100-1400 CE)

Can movement create power?

**Unit Question:** How does human movement create change?

## **Experience 3:** Partition of India (1940-1971 CE)

How do borders shape people's lives?

## **Experience 4:** 21<sup>st</sup> Century Migrations (2000 CE-Today)

Is migration inevitable?

# Unit 3: Movement of Pathogens & Ideas

**Experience 1:** The Movement of Faith (600 BCE-1000 CE)

How do religious systems move and spread?

**Experience 2:** Bubonic Plague (1340-1350 CE)

Does the spread of disease cause people to unite?

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

**Experience 3:** The Decline of Empires (1945-1997 CE)

How can the movement of ideas lead to change?

**Experience 4:** Pandemics (1980 CE- Today)

Can human systems prevent the movement of disease?

# Unit 4: Regional Case Study

## **Experience 1:** Transatlantic Slave Trade (1500-1808 CE)

How was culture created, preserved, and destroyed in the Trans-Atlantic Slave Trade?

## **Experience 2:** First American Nations (10,000 BCE- 1607 CE)

How and why do cultural ideas, practices, and innovations change or disappear over time?

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

## **Experience 3:** Colonial and Native Interactions (1490-1763 CE)

What creates conflict and cooperation among and between groups of humans?

## **Experience 4:** American Indians Today (2010s CE- Present)

Who are American Indians today?

# Implementation Plan

## Sneak Peek PD sessions (Summer, 2025)\*

- Virtual opportunity for teachers to engage with Office of Social Studies to explore new curriculum prior to official curriculum push in August

## Launch Week PD (August, 2025)

- Intensive 3-hour professional development to level-set and provide a springboard for successful implementation for all teachers

## On-going Professional Development Opportunities (SY25-26)

- Social Studies Curriculum Specialist Office Hours provides **supported job-embedded grade-level collaborative planning time and individual PD based on teacher need**
- Continued **PD sessions during district-wide content** PD planned based on data gathered from variety of sources during implementation, responsive to needs of teachers based on feedback
- Facilitated teacher-leader collaborative planning sessions\* for teacher-leaders to meet periodically with Office of Social Studies. Teacher-leaders bring learning back to their buildings and provide support to peers

## Professional development on teaching challenging/contested issues (ongoing)

- The Office of Social Studies continues to provide ongoing PD related to teaching current, contested, or challenging topics in evidence-informed way that provides students with opportunities to think critically from multiple perspectives using a variety of primary and secondary sources.

# Fiscal Impacts

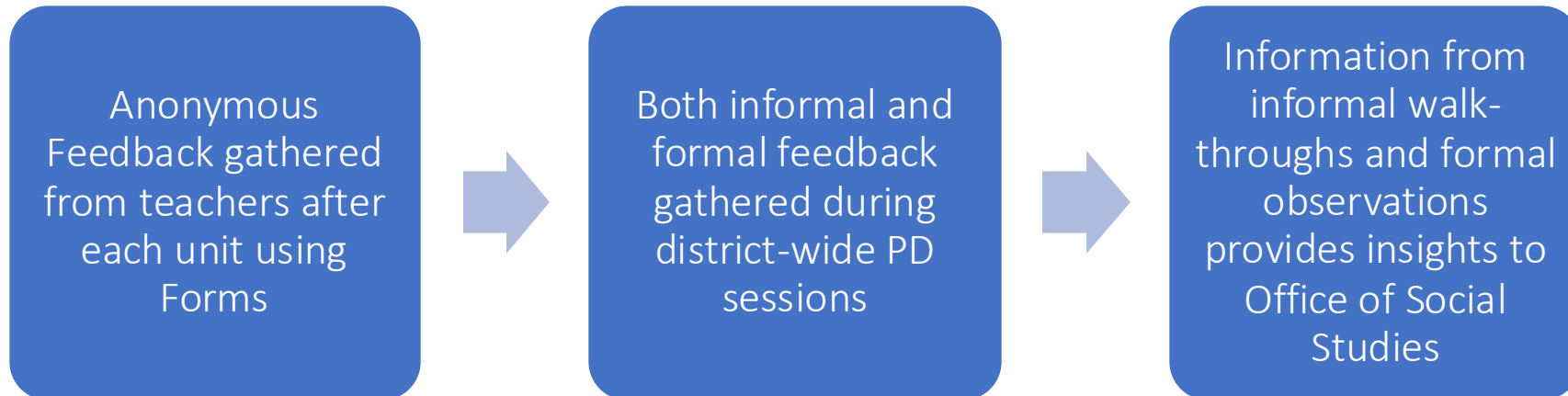
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- The Curriculum Budget is part of the HCPS Operating Budget, which is part of the HCPS Operating Budget and is managed by the Assistant Superintendent of Curriculum, Instruction, and Assessment. This budget is allocated across content offices to support projects throughout the year. *The following expenses fall within the normal course and scope of curriculum services.*
  - Curricular materials all free and open-educational resources or from HCPS databases; no purchased materials used in curriculum development
  - **FY24-25:** \$31,073 (Includes stipends for work teachers do outside of their duty day and substitute cost for when teachers participate in collaborative meetings)
  - **FY25-26:** Estimated \$9,125 (Includes stipends for teachers who opt into summer Sneak Peek days and substitute cost for Teacher-Leader PD sessions)

# Evaluation Plan

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Office of Social Studies responds to  
feedback throughout school year



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# Questions

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