



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *L. Lowery*
DATE: January 27, 2015
SUBJECT: COMAR 13A.04.08 Program in Social Studies
ADOPTION

PURPOSE:

The purpose of this action is to seek the adoption of the amended regulations that govern the Program in Social Studies, COMAR 13A.04.08 (Attachment I).

HISTORICAL BACKGROUND:

In April 2014 the Social Studies team at MSDE presented for information the College, Career, and Civic Life (C3) Framework with members of the Maryland State Board of Education. The C3 Framework, unlike the Maryland College and Career Ready Standards for English Language Arts/Literacy and Mathematics, do not present new standards, but a framework for teaching history/social studies. Maryland Social Studies Standards still include history, geography, economics, civics, peoples of the nation and world, and social studies processes and skills. The C3 Framework does incorporate the importance of the literacy standards for history/social studies within the framework. Additionally, in the C3 Framework, the topic Political Science is now renamed Civics. Modifications to Standard 6 Social Studies Processes and Skills were needed to address the inclusion of the literacy standards and inquiry in C3; those modifications have been developed by teams of social studies educators across the state (Attachment II).

On September 2014, the Social Studies team presented amended regulations to COMAR 13A.04.08: Program in Social Studies, to the State Board and were granted permission to publish the proposed amended regulations.

SUMMARY:

Opportunities for comments on the proposed amended COMAR were provided. The social studies coordinators responded positively to the proposed changes to COMAR at their fall briefing. No other comments have been received.

ACTION:

I request that you adopt COMAR 13A.04.08 Program in Social Studies, as amended.

Attachment



PROPOSED ACTION ON REGULATIONS

1400

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Michael Linkins, School Counseling Specialist, Division of Student, Family and School Support, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0769 (TTY 410-333-6442), or email to michael.linkins@maryland.gov, or fax to 410-333-8148. Comments will be accepted through December 15, 2014. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Maryland State Board of Education during a public meeting to be held on January 27, 2015, 9 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

.01 Scope.

A. — B. (text unchanged)

C. Concurrent delivery of instructional services and enrollment in a public school shall be provided for a student whose physical or emotional condition requires the student to be absent from school on an intermittent basis. These conditions include, but are not limited to, kidney failure, cancer, asthma, cystic fibrosis, [and] sickle cell anemia[.], depression, and bipolar disorder.

D. (text unchanged)

E. Excluded from these regulations are the home-based programs operated through the Office for Children, Youth, and Families] and the Maryland Infants and Toddlers Program for the birth through 2-year-old disabled population and Home Instruction [as defined in] under COMAR 13A.10.01.[01.]

.03 Responsibility of Local School Systems.

A. Nature.

(1) Each local school system shall make instructional services available to students who are unable to participate in their school of enrollment for those reasons set forth in this chapter. In making instructional services available, local school systems shall consult with the parent, guardian, student, psychologist, [and] physician, psychiatrist, and nurse practitioner, as appropriate.

(2) (text unchanged)

B. Service Delivery.

(1) (text unchanged)

(2) [Beginning July 1, 2001, instructional] *Instructional* services as outlined in this chapter shall be delivered by an individual possessing a minimum of a bachelor's degree from an institution of higher education as defined in COMAR 13A.12.01.02B. This requirement does not apply to an individual who has demonstrated satisfactory performance as a home and hospital teacher in a local school system before July 1, 2001.

C. (text unchanged)

D. Attendance and Time of Instruction.

(1) — (3) (text unchanged)

(4) [The instructional service shall begin] *A local school system shall determine the need for service and begin instruction* as soon as possible, but not later than 10 school calendar days following the:

(a) — (b) (text unchanged)

.04 Verification Procedures.

A. [Initial service need is determined by:]

[(1) Verification] *The local school system shall determine initial service need through verification* of the physical condition, including drug and alcohol dependency, by a licensed physician or certified nurse practitioner, or verification of emotional condition by a certified school psychologist, [or] licensed psychologist, or licensed psychiatrist[; and].

[(2)] B. [A] *The student's parent or guardian shall submit a statement [by the physician or psychologist] from a practitioner designated in §A of this regulation verifying that the current physical or emotional condition prevents the student from participating in the student's school of enrollment.*

[B. Service need is subject to review:

(1) 60 calendar days after the initial determination of eligibility; or

(2) Sooner at the request of either the parent, guardian, or local school system.]

C. Continuation of [this service beyond 60 calendar days requires reverification of service need, in accordance with §A of this regulation] *Service Need.*

(1) *Continuation of service need is subject to review and determination by the local school system and requires reverification of the physical or emotional condition in the manner set forth in §§A and B of this regulation.*

(2) *Except as provided in §C(3) of this regulation, service need shall be reverified as follows:*

(a) *60 calendar days after the initial determination of eligibility and every 60 days thereafter; or*

(b) *Sooner at the request of the parent, guardian, or local school system.*

(3) *Service need shall be reverified annually for students who receive concurrent delivery of instructional services pursuant to Regulation .01C of this chapter.*

LILLIAN M. LOWERY, Ed.D.
State Superintendent of Schools

Subtitle 04 SPECIFIC SUBJECTS**13A.04.08 Program in Social Studies**

Authority: Education Article, §2-205(h), Annotated Code of Maryland

Notice of Proposed Action

[14-335-P]

The Maryland State Board of Education proposes to amend Regulation .01 under COMAR 13A.04.08 Program in Social Studies. This action was considered by the Maryland State Board of Education at their meeting on September 23, 2014.

Statement of Purpose

The purpose of this action is to align the regulation to the College, Career, and Civic Life Framework for teaching history/social studies. Included in the amendments is a change from "Political Science" to "Civics" and the addition of disciplinary and inquiry literacy as the focus of social studies processes and skills.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

I. Summary of Economic Impact. Local school systems will need to make some adjustments to their curriculum documents and incorporate disciplinary and inquiry literacy into their social studies programs, if they have not already done so.

II. Types of Economic Impact	Revenue (R+/R-)	Expenditure (E+/E-)	Magnitude
A. On issuing agency:	NONE		
B. On other State agencies:	NONE		

PROPOSED ACTION ON REGULATIONS

C. On local governments:

Local school systems (E+) Unknown

Benefit (+)
Cost (-) Magnitude

D. On regulated industries or trade groups:

NONE

E. On other industries or trade groups:

NONE

F. Direct and indirect effects on public:

NONE

III. Assumptions. (Identified by Impact Letter and Number from Section II.)

C. Adjust curriculum documents and incorporate disciplinary and inquiry literacy into social studies programs

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Judy Jenkins, Director of Curriculum, Maryland State Department of Education, Division of Curriculum, Assessment and Accountability, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0348 (TTY 410-333-6442), or email to judith.jenkins@maryland.gov, or fax to 410-333-2369. Comments will be accepted through December 25, 2014. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Maryland State Board of Education during a public meeting to be held on January 27, 2015, 9 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

.01 Requirements for Social Studies Instructional Programs for Grades Prekindergarten — 12.

A. (text unchanged)

B. Maryland Social Studies Program. The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years, and shall include the content standards set forth in *the College, Career, and Civic Life (C3) Framework for Social Studies State Standards under §§C—H* of this regulation.

C. Social Studies Processes and Skills. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using [chronological and spatial thinking, economic reasoning, and historical interpretations, by framing and evaluating questions from primary and secondary sources.] *the following disciplinary and inquiry literacies:*

(1) *Disciplinary Literacies include using deliberative process, participating in school settings, following rules, making economic decisions, using economic data, identifying prices in a market, reasoning spatially, constructing maps, using geographic data, classifying historical sources, determining the purpose of an historical source, analyzing cause and effect in history; and*

(2) *Inquiry Literacies include questioning, selecting sources, gathering information from sources, making claims, using evidence, constructing arguments and explanations, adapting arguments and*

explanations, presenting arguments and explanations, critiquing arguments and explanations, analyzing social problems, assessing options for action, and taking informed action.

D. History. Students shall:

(1) [Examine significant ideas, beliefs, and themes] *Evaluate why and how events occurred;*

(2) [Organize patterns and events] *Locate and assess a variety of sources; [and]*

(3) [Analyze how individuals and societies have changed over time in Maryland, the United States, and the world.] *Engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and*

(4) *Analyze how individuals and societies have changed over time in Maryland, the United States, and the world.*

E. Geography. Students shall: [use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.]

(1) *Appreciate their own place in the world and foster curiosity about environments and cultures;*

(2) *Use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures;*

(3) *Use spatial and environmental perspective; and*

(4) *Apply geographic representation including maps, imagery, and geospatial technologies.*

F. Economics. Students shall [develop economic reasoning 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.]:

(1) *Evaluate decision making of individuals, businesses, governments, and societies to allocate resources;*

(2) *Consider costs benefits and the interaction of buyers and sellers in a global market; and*

(3) *Develop economic reasoning 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.*

G. [Political Science] Civics. Students shall:

(1) [understand] *Understand the historical development and current status of the fundamental concepts and processes of government including authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens[.]; and*

(2) *Engage in political participation and contribute to the public process.*

H. — I. (text unchanged)

J. Student Participation. Each student shall [have the opportunity to] participate in the comprehensive social studies program required by this chapter.

LILLIAN M. LOWERY, Ed.D.
State Superintendent of Schools

Social Studies Skills & Processes – Standard 6.0**Rationale**

Maryland's Social Studies State Curriculum was developed in 2006. When the C3 – College, Career & Civic Life Framework for Social Studies State Standards document was released in the fall of 2013 it became apparent that Maryland's Standard 6.0 needed to be revised to reflect the process skills embedded in the new framework. As stated in the C3:

“Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.” (C3, 2013, 6)

Social Studies educators revised Standard 6.0 to capture the best of the 2006 Skills and Processes document, the process skills from the C3 and connections to Maryland's College and Career Ready Standards (MDCCRS). Curriculum developers will find this document a useful tool when planning lessons to address Standard 6.0 – *“Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.”*

Using the Document

This document was written to reflect the four Dimensions of C3 (Developing Questions & Planning Inquiries; Applying Disciplinary Concepts & Tools; Evaluating Sources & Using Evidence; Communicating & Critiquing Conclusions and Taking Informed Action). Within each of those categories are skills and processes that should guide curriculum development as well as student actions during and after instruction. The document is grade-banded and should be read as – “by the end of grade 2, by the end of grade 5, etc.” Teachers in grades at the beginning of each band (ex. Prek, grade 3, etc.) should scaffold instruction through modeling and appropriate teacher guidance. In addition, the header for each column (with teacher guidance, with some teacher guidance , and with increasing independence) is intended to remind teachers that not all students will be at the same ability and skill level and even older students might require continued teacher support.

6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2014)

Developing Questions & Planning Inquiries

“The development of compelling and supporting questions is a sophisticated intellectual activity.” (C3, 2013, 24) Over time, the responsibility for identifying compelling and supporting questions should shift from teacher to student. By 6th grade, the expectation for student ownership of the compelling and supporting questions should start to increase. By 12th grade, the students should be constructing their own compelling and supporting questions for inquiry.

To plan an inquiry, students will determine the sources needed to help answer the compelling and supporting questions. They will determine the kinds of sources that will help in answering compelling and supporting questions. They will assess the multiple points of view represented in an argument or explanation, the types of sources available, and the potential use of sources.

PreK-2	3-5	6-8	9-12
<p>With teacher guidance,</p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"> 1. Identify a disciplinary topic that requires further study 2. Identify possible questions for inquiry into the topic 3. Identify key disciplinary concepts and facts associated with the compelling questions <p>B. Constructing Supporting Questions</p> <ol style="list-style-type: none"> 1. Construct supporting questions that connect with the compelling question 2. Identify key disciplinary 	<p>With teacher guidance,</p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"> 1. Identify a disciplinary topic that requires further study 2. Identify possible questions for inquiry into the topic 3. Explain key disciplinary concepts and ideas associated with the compelling questions <p>B. Constructing Supporting Questions</p> <ol style="list-style-type: none"> 1. Construct supporting questions that connect with the compelling question 2. Explain key disciplinary 	<p>With some teacher guidance,</p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"> 1. Identify a disciplinary topic that reflects a key idea in the field 2. Identify possible questions for inquiry into the key idea 3. Analyze key disciplinary concepts and ideas associated with the compelling questions <p>B. Constructing Supporting Questions</p> <ol style="list-style-type: none"> 1. Construct supporting questions that connect with the compelling question 2. Analyze the extent to which 	<p>With increasing independence,</p> <p>A. Constructing Compelling Questions</p> <ol style="list-style-type: none"> 1. Identify a disciplinary topic that reflects an enduring issue in the field 2. Identify possible questions for inquiry into the enduring issue 3. Analyze key disciplinary concepts and ideas associated with the compelling questions <p>B. Constructing Supporting Questions</p> <ol style="list-style-type: none"> 1. Construct supporting questions that connect with the compelling question 2. Evaluate the extent to which

<p>concepts and facts associated with the supporting questions</p> <p>C. Determining Helpful Sources 1. Identify the kinds of sources that will be helpful in answering the compelling or supporting questions</p>	<p>concepts and ideas associated with the supporting questions</p> <p>C. Determining Helpful Sources 1. Identify the kinds of sources that will be helpful in answering the compelling or supporting questions 2. Identify how different opinions may affect how compelling and supporting questions are answered and how sources may reflect these interpretations</p>	<p>the supporting questions drive the inquiry</p> <p>3. Analyze key disciplinary concepts and ideas associated with the supporting questions</p> <p>C. Determining Helpful Sources 1. Analyze sources that will be helpful in answering the compelling or supporting questions 2. Compare experts' interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions</p>	<p>the supporting question drives the inquiry and may encourage new inquiries, compelling and supporting questions</p> <p>3. Analyze key disciplinary concepts and ideas associated with the supporting questions</p> <p>C. Determining Helpful Sources 1. Evaluate sources that will be helpful in answering the compelling or supporting questions 2. Analyze experts' interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions</p>
<p>Connections to Maryland College and Career Ready Standards (MDCCRS)</p>			
<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).* • With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).* 			

* Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards. * Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.

6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2014)

Applying Disciplinary Concepts & Tools

This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

Civics: Civics teaches the principles of government such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers that are meant to guide official institutions. It also teaches civic virtues that allow individuals to analyze multiple perspectives, follow rules, and use the deliberative process when individuals engage in political participation and contribute to the public process.

PreK-2	3-5	6-8	9-12
<p>With teacher guidance,</p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation</p> <ol style="list-style-type: none"> 1. Apply civic dispositions and skills when working with others 2. Apply civic dispositions and skills when participating in school settings 3. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group 4. Compare their own point of 	<p>With teacher guidance,</p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation</p> <ol style="list-style-type: none"> 1. Apply civic dispositions and skills when working with others 2. Apply civic dispositions and skills when participating in school and community settings 3. Use deliberative processes when making decisions or reaching judgments as a group. 4. Identify the beliefs, experiences, perspectives, and values that underlie their own 	<p>With some teacher guidance,</p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation</p> <ol style="list-style-type: none"> 1. Apply civic dispositions and skills when working with others 2. Apply civic dispositions and skills when participating in school, community settings 3. Identify and apply the appropriate deliberative processes for various settings. 4. Explain the relevance of personal interests and perspectives, civic skills, and 	<p>With increasing independence,</p> <p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p> <p>B. Participation and Political Deliberation</p> <ol style="list-style-type: none"> 1. Apply civic dispositions and skills when working with others 2. Apply civic dispositions and skills when participating in settings that include school, community, and beyond 3. Use appropriate deliberative processes in multiple settings. 4. Analyze the impact and the appropriate roles of personal interests and perspectives on the

<p>view with others' perspectives</p> <p>C. Processes, Rules, & Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>	<p>and others' points of view about civic issues</p> <p>C. Processes, Rules, & Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>	<p>democratic principles when people address issues and problems in government and civil society</p> <p>C. Processes, Rules, & Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>	<p>application of civic skills, democratic principles, constitutional rights, and human rights</p> <p>C. Processes, Rules, & Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>
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6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2014)

Applying Disciplinary Concepts & Tools

This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

Economics: Effective economic reasoning requires that students have a keen understanding of the ways in which individuals, businesses, government, and societies use economic data to make decisions about the allocation of capital and natural resources among alternative uses.

PreK-2	3-5	6-8	9-12
<p>With teacher guidance,</p> <p>A. Economic Decision Making</p> <p>1. Identify the benefits and costs of making various personal decisions</p> <p>(Begins in Grade 3)</p> <p>(Begins in Grade 6)</p>	<p>With teacher guidance,</p> <p>A. Economic Decision Making</p> <p>1. Compare the benefits and costs of individual choices</p> <p>2. Develop a plan to achieve a personal financial goal (Begins in Grade 6)</p> <p>B. Exchange and Markets (Begins in Grade 9)</p> <p>C. The National Economy</p>	<p>With some teacher guidance,</p> <p>A. Economic Decision Making</p> <p>1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time</p> <p>2. Develop a plan to achieve a personal financial goal</p> <p>3. Develop an informed and responsible action to resolve significant personal financial literacy questions/issues</p> <p>B. Exchange and Markets (Begins in Grade 9)</p> <p>C. The National Economy</p> <p>1. Use appropriate data to</p>	<p>With increasing independence,</p> <p>A. Economic Decision Making</p> <p>1. Use marginal benefits and marginal costs to construct an argument on an economic issue</p> <p>2. Develop a plan to achieve a personal financial goal</p> <p>3. Justify an informed and responsible action to resolve significant personal financial literacy questions/issues</p> <p>B. Exchange and Markets</p> <p>1. Use benefits and costs to evaluate the effectiveness of government policy to improve market outcomes</p> <p>C. The National Economy</p> <p>1. Use appropriate data to explain</p>

<p>D. The Global Economy (Begins in Grade 3)</p>	<p>D. The Global Economy 1. Investigate how social and cultural decisions affect the ecology and economy</p>	<p>evaluate economic indicators such as, unemployment, inflation, total production, income and economic growth in the economy</p> <p>D. The Global Economy 1. Investigate how social and cultural decisions affect the ecology and economy</p>	<p>the influence of changes in spending, production and the money supply on various economic conditions</p> <p>2. Use economic indicators to analyze the current and future state of the economy</p> <p>D. The Global Economy 1. Investigate how the dynamics of social and cultural systems affect the sustainability of ecological and economic systems</p>
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6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2014)

Geography: Geographic inquiry helps people understand and appreciate their own place in the world. It fosters curiosity about earth’s wide diversity of environments and cultures. Geographic reasoning rests on understanding the earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and geographic representations. It requires using spatial and environmental perspectives to analyze geographic issues and problems by using geographic representations.

PreK-2	3-5	6-8	9-12
<p>With teacher guidance,</p> <p>A. Geographic Representations: Spatial Views of the World</p> <ol style="list-style-type: none"> 1. Construct maps, graphs, and other representations of familiar places 2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them 3. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places <p>B. Human-Environment Interaction: Place, Region, and</p>	<p>With teacher guidance,</p> <p>A. Geographic Representations: Spatial Views of the World</p> <ol style="list-style-type: none"> 1. Construct maps and other graphic representations of both familiar and unfamiliar places 2. Use maps, satellite images, photographs, geospatial technologies, and other representations to explain relationships between the locations of places and regions and their environmental characteristics 3. Use maps of different scales to describe the locations of cultural and environmental characteristics <p>B. Human-Environment Interaction: Place, Region, and</p>	<p>With some teacher guidance,</p> <p>A. Geographic Representations: Spatial Views of the World</p> <ol style="list-style-type: none"> 1. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics 2. Use maps, satellite images, photographs, geospatial technologies and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics 3. Use paper based or electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics <p>B. Human-Environment Interaction: Place, Region, and</p>	<p>With increasing independence,</p> <p>A. Geographic Representations: Spatial Views of the World</p> <ol style="list-style-type: none"> 1. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics 2. Use maps, satellite images, photographs, geospatial technologies, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics 3. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales <p>B. Human-Environment Interaction: Place, Region, and</p>

<p>Culture</p> <p>C. Human Population: Spatial Patterns and Movements</p> <p>D. Global Interconnections : Changing Spatial Patterns</p>	<p>Culture</p> <p>C. Human Population: Spatial Patterns and Movements</p> <p>D. Global Interconnections: Changing Spatial Patterns</p>	<p>Culture</p> <p>C. Human Population: Spatial Patterns and Movements</p> <p>D. Global Interconnections: Changing Spatial Patterns</p>	<p>Culture</p> <p>C. Human Population: Spatial Patterns and Movements</p> <p>D. Global Interconnections: Changing Spatial Patterns</p>
<p>Note: All indicators for B-D are content in nature and are addressed in the State Curriculum 3.0</p>			

6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2014)

Applying Disciplinary Concepts & Tools

This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.

History: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations.

PreK-2	3-5	6-8	9-12
<p>With teacher guidance, A. Change, Continuity, and Context</p> <ol style="list-style-type: none"> 1. Create a chronological sequence of multiple events 2. Compare life in the past to life today 3. Generate questions about individuals and groups who have shaped a significant historical change <p>B. Perspectives</p> <ol style="list-style-type: none"> 1. Compare perspectives of people in the past to those of people in the present (Begins in Grade 3) 	<p>With teacher guidance, A. Change, Continuity, and Context</p> <ol style="list-style-type: none"> 1. Create and use a chronological sequence of related events to compare developments that happened at the same time 2. Compare life in specific historical time periods to life today 3. Generate questions about individuals and groups who have shaped significant historical changes and continuities <p>B. Perspectives</p> <ol style="list-style-type: none"> 1. Explain why individuals and groups during the same historical period differed in their perspectives. 2. Explain connections among historical contexts and people's 	<p>With some teacher guidance, A. Change, Continuity, and Context</p> <ol style="list-style-type: none"> 1. Analyze connections among events and developments in broader historical contexts 2. Classify series of historical events and developments as examples of change and/or continuity 3. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant <p>B. Perspectives</p> <ol style="list-style-type: none"> 1. Analyze multiple factors that influenced the perspectives of people during different historical eras 2. Explain how and why perspectives of people have 	<p>With increasing independence, A. Change, Continuity, and Context</p> <ol style="list-style-type: none"> 1. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts 2. Analyze change and continuity in historical eras 3. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context <p>B. Perspectives</p> <ol style="list-style-type: none"> 1. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras 2. Analyze how historical contexts shaped and continue to

<p>3. Compare different accounts of the same historical event (Begins in Grade 9) (Begins in Grade 9)</p>	<p>perspectives at the time. 3. Describe how people’s perspectives shaped the historical sources they created (Begins in Grade 9) (Begins in Grade 9)</p>	<p>changed over time 3. Analyze how people’s perspectives influenced what information is available in the historical sources they created (Begins in Grade 9) (Begins in Grade 9)</p>	<p>shape people’s perspectives 3. Analyze the ways in which the perspectives of those writing history shaped the history that they produced 4. Explain how the perspectives of people in the present shape interpretations of the past 5. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time</p>
<p>C. Historical Sources & Evidence 1. Identify different kinds of historical sources 2. Explain how historical sources can be used to study the past</p>	<p>C. Historical Sources & Evidence 1. Summarize how different kinds of historical sources are used to explain events in the past 2. Compare information provided by different historical sources about the past</p>	<p>C. Historical Sources & Evidence 1. Classify the kinds of historical sources used in a secondary interpretation 2. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources</p>	<p>C. Historical Sources & Evidence 1. Analyze the relationship between historical sources and the secondary interpretations made from them 2. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations</p>
<p>3. Identify the maker, date, and place of origin for a historical source from information within the source itself</p>	<p>3. Infer the intended audience and purpose of a historical source from information within the source itself</p>	<p>3. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified</p>	<p>3. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose</p>
<p>4. Generate questions about a particular historical source as it relates to a particular historical event or development</p>	<p>4. Generate questions about multiples historical sources and their relationships to particular historical events and</p>	<p>4. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources</p>	<p>4. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources</p>

<p>(Begins in Grade 3)</p> <p>D. Causation & Argumentation</p> <p>1. Generate possible reasons for an event or development in the past</p> <p>(Begins in Grade 6)</p> <p>3. Select which reason might be more likely than others to explain a historical event or development</p> <p>(Begins in Grade 3)</p>	<p>developments</p> <p>5. Use information about a historical source, including the maker date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic</p> <p>D. Causation & Argumentation</p> <p>1. Explain probable causes and effects of events and developments</p> <p>(Begins in Grade 6)</p> <p>3. Use evidence to develop a claim about the past</p> <p>4. Summarize the central claim in a secondary work of history</p>	<p>5. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience and purpose</p> <p>D. Causation & Argumentation</p> <p>1. Explain multiple causes and effects of events and developments in the past</p> <p>2. Evaluate the relative influence of various causes of events and developments in the past</p> <p>3. Organize applicable evidence into a coherent argument about the past</p> <p>4. Compare the central arguments in secondary works of history on related topics in multiple media</p>	<p>5. Critique the appropriateness of the historical sources used in a secondary interpretation</p> <p>D. Causation & Argumentation</p> <p>1. Analyze multiple and complex causes and effects of events in the past</p> <p>2. Distinguish between long-term causes and triggering events in developing a historical argument</p> <p>3. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past</p> <p>4. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy</p>
<p>Connections to Maryland College and Career Ready Standards (MDCCRS)</p>			
<ul style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).* 			
<ul style="list-style-type: none"> Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7).* 			
<ul style="list-style-type: none"> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).* 			
<ul style="list-style-type: none"> With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).* 			

*** Standards for grades preK-5 reading and history/social studies are integrated into the Maryland College and Career Ready (MDCCR) Pre-K-5 Reading standards. * Reading standards for grades 6-12 are divided into two sections, one for ELA and one for History/Social Studies.**

6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2014)

Evaluating Sources & Using Evidence: *“Evaluating sources and using evidence includes a sophisticated set of skills, even the youngest children understand the need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills.”* (C 3, 2013, 53) Students will gather information from a variety of sources including online and print sources. They will evaluate the relevance of the information from the selected sources. Students will develop claims and counterclaims. They will purposefully select evidence to support those claims and counterclaims.

preK-2	3-5	6-8	9-12
<p>With teacher guidance,</p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> 1. Gather one or two sources that may be relevant to the task 2. Describe the source’s origin and type 3. Evaluate a source by distinguishing between fact and opinion 4. Identify relevant information contained in the sources <p>B. Developing Claims & Using Forms (Begins in Grade 3)</p>	<p>With teacher guidance,</p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> 1. Gather multiple sources that may be relevant to the task 2. Describe and evaluate the origin, type, and context of each source in order to assess its value in answering the question 3. Distinguish between fact and opinion within the sources to determine the credibility of multiple sources 4. Identify credible, relevant information contained in the sources <p>B. Developing Claims & Using Forms</p> <ol style="list-style-type: none"> 1. Identify evidence that draws information from multiple sources in response to compelling questions 	<p>With some teacher guidance,</p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> 1. Gather multiple sources that may be relevant to the task 2. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source 3. (addressed in Indicator #2) 4. Identify credible, relevant information contained in the sources <p>B. Developing Claims & Using Forms</p> <ol style="list-style-type: none"> 1. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations 	<p>With increasing independence,</p> <p>A. Evaluating Sources</p> <ol style="list-style-type: none"> 1. Gather multiple sources that are relevant to the task and represent a wide range of views 2. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source 3. Evaluate the credibility of a source by examining how experts value the source 4. Identify credible, relevant information contained in the sources <p>B. Developing Claims & Using Forms</p> <ol style="list-style-type: none"> 1. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies

<p>2. Develop a claim in response to a compelling question</p>	<p>2. Use evidence to develop claims in response to compelling questions</p>	<p>2. Develop claims and counter claims while pointing out the strengths and limitations of both</p>	<p>in evidence in order to revise or strengthen claims 2. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both</p>
<p>Connections to Maryland College and Career Ready Standards (MDCCRS)</p>			
<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).* 			
<ul style="list-style-type: none"> • Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7).* 			
<ul style="list-style-type: none"> • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).* 			
<ul style="list-style-type: none"> • With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).* 			

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6.0 Social Studies Processes & Skills – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. (Source: COMAR 2014)

Communicating and Critiquing Conclusions & Taking Informed Action: *“Communicating conclusions involves students formalizing their arguments and explanations. This can take the form of essays, reports, and multimedia presentations which offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’ primary audience will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.”* (C3, 2013, 60)

Critiquing claims demands students to evaluate the sources, how the evidence is used, and the structure and/or form the arguments or explanations take. The critiquing of arguments and explanations deepens students’ understanding of concepts and tools in the disciplines and helps students strengthen their conclusions.

To take informed action, students use disciplinary knowledge, skills, and perspectives to analyze problems involved in public issues; deliberate with other people about how to define and address issues; after assessing options for action, take constructive, independent, and collaborative action; and then reflect on their actions. (C3, 2013, 62)

preK-2	3-5	6-8	9-12
<p>With teacher guidance,</p> <p>A. Communicating Conclusions</p> <ol style="list-style-type: none"> 1. Construct an argument with reasons. 2. Construct explanations using correct sequence and relevant information. 	<p>With teacher guidance,</p> <p>A. Communicating Conclusions</p> <ol style="list-style-type: none"> 1. Construct arguments using claims and evidence from multiple sources 2. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 	<p>With some teacher guidance,</p> <p>A. Communicating Conclusions</p> <ol style="list-style-type: none"> 1. Construct arguments using claims and evidence from multiple sources, while acknowledging the counterclaims strength and limitations of the arguments 2. Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the 	<p>With increasing independence,</p> <p>A. Communicating Conclusions</p> <ol style="list-style-type: none"> 1. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 2. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while

<p>3. Present a summary of an argument using print, oral, and digital technologies</p> <p>B. CRITIQUING CONCLUSIONS 1. Ask and answer questions about arguments</p> <p>2. Ask and answer questions about explanations</p> <p>C. TAKING INFORMED ACTION 1. Identify and explain local problems and some ways in which people are trying to address these problems</p>	<p>3. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essay, letters, debates, speeches, and reports) and digital technologies (e.g., internet, social media, and digital documentary)</p> <p>B. CRITIQUING CONCLUSIONS 1. Critique arguments</p> <p>2. Critique explanations</p> <p>C. TAKING INFORMED ACTION 1. Draw on disciplinary concepts to identify and explain local, regional, and global problems at various times and places</p>	<p>explanations.</p> <p>3. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps)</p> <p>B. CRITIQUING CONCLUSIONS 1. Critique arguments for credibility</p> <p>2. Critique the structure of explanations</p> <p>C. TAKING INFORMED ACTION 1. Draw on multiple lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and cause, and the challenges and opportunities faced by those trying to address the problem.</p>	<p>acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, and technical)</p> <p>3. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., internet, social media, and digital documentary)</p> <p>B. CRITIQUING CONCLUSIONS 1. Critique the use of claims and evidence in arguments for credibility</p> <p>2. Critique the use of the reasoning, sequencing, and supporting details of explanations</p> <p>C. TAKING INFORMED ACTION 1. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, region, and global problem; instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.</p>
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<p>2. Identify ways to take action to help address local problems</p> <p>3. Use listening, consensus-building, and voting procedures to decide on and take action in their classroom</p>	<p>2. Explain different strategies and approaches they and others could take to address local, regional, and global problems</p> <p>3. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools</p>	<p>2. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible strategies and potential outcomes</p> <p>3. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts</p>	<p>2. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning</p> <p>3. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts</p>
<p>Connections to Maryland College and Career Ready Standards (MDCCRS)</p>			
<ul style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).* 			
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