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State Superintendent of Schools

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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*

DATE: September 23, 2014

SUBJECT: COMAR 13A.04.08 Program in Social Studies
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this action is to seek Permission to Publish amendments to regulations that govern the Program in Social Studies in elementary, middle and high schools (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 are needed to address the inclusion of the literacy standards and inquiry in C3.

SUMMARY:

The social studies team has met with social studies coordinators around the state and they have reviewed the changes needed in Standard 6: Social Studies Skills and Processes, and the changes in COMAR to reflect the language in C3.

- Political science is changed to Civics
- Disciplinary and inquiry literacy is the focus of Standard 6: Social Studies Processes and Skills

ACTION:

I request that you grant permission to publish the changes to Regulation COMAR 13A.04.08 for public comment.

Attachments –The Proposed Regulation

Title 13A STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

Chapter 08 Program in Social Studies

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

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

A. Each local school system shall:

(1) Provide in public schools an instructional program in social studies each year for all students in grades prekindergarten—8; and

(2) 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.

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 and Career, and Civic Life (C3) Framework for Social Studies State Standards §§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] *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*

(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/or 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:

(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 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;*

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

H. **Peoples of the Nation and the World.** Students shall understand the diversity and commonality, human interdependence, and global cooperation of the people of the United States and the world through a multicultural and a historical perspective.

I. **Curriculum Documents.** Consistent with Education Article, §4-111, Annotated Code of Maryland, each local system shall provide social studies curriculum documents for the elementary and secondary schools under its jurisdiction that:

- (1) Include the content standards set forth in §§C—H of this regulation; and
- (2) Are aligned with the State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.

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

.02 Certification Procedures.

By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.

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

**Understanding Maryland's College, Career, and Civic Life
State Standards for Social Studies**

2006

Maryland State Curriculum – Social Studies

- Standard 1.0 Political Science
- Standard 2.0 Peoples of the Nations and World
- Standard 3.0 Geography
- Standard 4.0 Economics
- Standard 5.0 History
- Standard 6.0 Social Studies Skills and Processes

2013

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

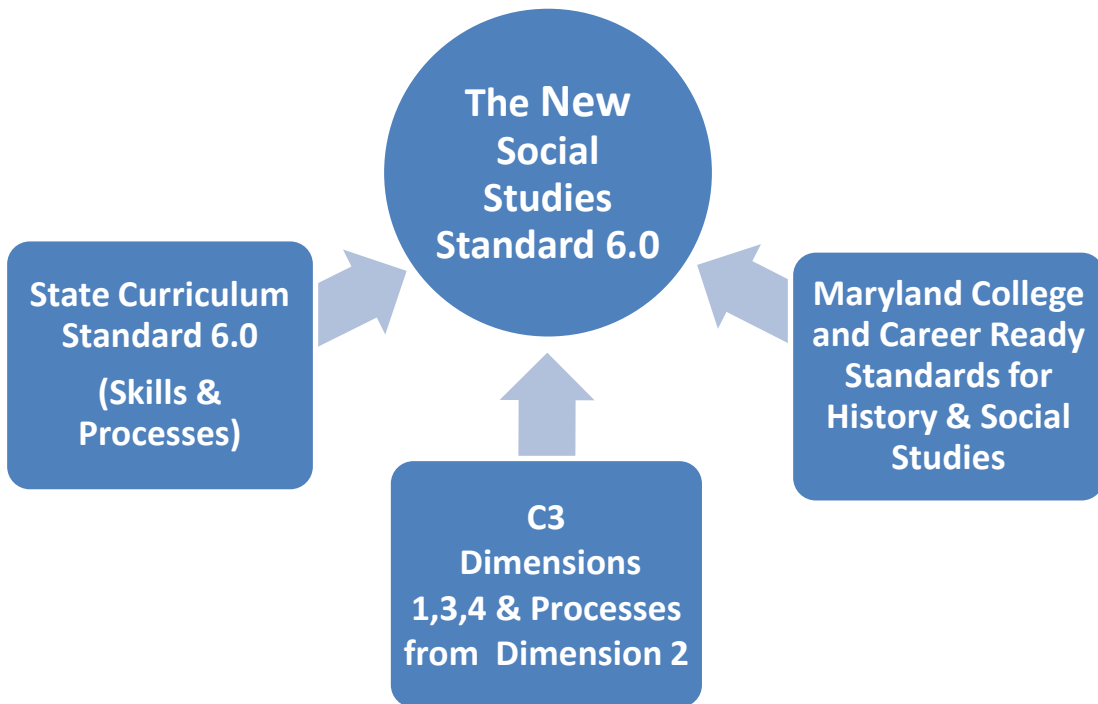
- Dimension 1 Developing Questions and Planning Inquiries
- Dimension 2 Applying Disciplinary Concepts and Tools
- Dimension 3 Evaluating Sources and Using Evidence
- Dimension 4 Communicating Conclusions and Taking Informed Action

What Does This Mean?

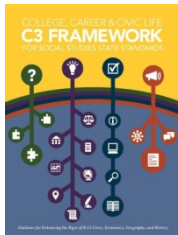
Standard 1-5 of the current Maryland State Social Studies Curriculum will remain the same with one minor name change – Standard 1.0 Political Science will now be - **Civics**

The major change will be to the current Standard 6.0 Skills and Processes

2014



What is C3 and why is Maryland incorporating it into the Social Studies Curriculum Framework? C3 provides the tools that students need 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. Now more than ever, students need these strong tools for and methods of, clear and disciplined thinking in order to traverse successfully the world of college, career, and civic life.



What will change and how will classroom instruction be affected? There will be minimal changes to the current Maryland State Social Studies Curriculum. What is taught will not change. But there will be a shift on *How* the content is delivered in the classroom. The C3 focuses on inquiry skills and key concepts. This means that only the Skills and Processes section of the current curriculum will be changed.

What are the shifts?

Teachers will now be required to...

- ...Craft questions that spark and sustain an inquiry**
- ...Cultivate and nurture collaborative civic spaces**
- ...Integrate content and skills purposefully**
- ...Promote literacy practices and outcomes**
- ...Provide tangible opportunities for taking informed action**

How will MSDE assist with these shifts? MSDE has already begun providing professional development for teachers through training sessions that were offered at the Summer CCR Conferences. The sessions included these topics: *Understanding C3, Developing Historical Investigations, and Using Primary Sources*. MSDE staff will continue to plan professional development opportunities to assist the LEA's with these changes.

The Maryland Social Studies Standards

College, Career & Civic Life
C3 Framework for Social Studies State
Standards

Maryland's Current Curriculum

- Standard 1.0 Political Science
- Standard 2.0 Peoples of the Nations and World
- Standard 3.0 Geography
- Standard 4.0 Economics
- Standard 5.0 History
- Standard 6.0 Skills & Processes

C3-College, Career & Civic Life Framework for Social Studies State Standards

- **Dimension 1** Developing Questions and Planning Inquiries
- **Dimension 2** Applying Disciplinary Concepts and Tools
- **Dimension 3** Evaluating Sources and Using Evidence
- **Dimension 4** Communicating Conclusions and Taking Informed Action

Why Change?

To capture the objectives of C3 which is to:

- Enhance rigor
- Build critical thinking, problem solving and participatory skills
- Align to the Maryland College & Career Literacy Standards

Processes & Skills 6.0

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.

What Will Change?

Standard 6.0 Skills & Processes

