



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** March 24, 2020  
**SUBJECT:** COMAR 13A.04.08  
*Program in Social Studies*  
**PERMISSION TO PUBLISH**

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**PURPOSE:**

The purpose of this item is to request permission to publish amendments to COMAR 13A.04.08 *Program in Social Studies*.

**REGULATION PROMULGATION PROCESS:**

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

In September 2017, the State Board of Education called for a review of the social studies standards. Following the Board procedures enumerated in the May 23, 2017, Protocol for Developing and Revising Standards, the MSDE initiated a public survey to seek feedback on the current standards. The Standards Review Committee consisting of teachers, local school system social studies specialists, university scholars, and associated social studies organizations met in December 2017 to review data from the survey and to make recommendations.

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The survey and Standards Review Committee recommendations were presented to the State Board of Education at the May 21, 2019, State Board of Education meeting. At that time, the Board requested that MSDE staff share the Standards Review Committee changes to the Standards and the rationale for the changes. The Board also cautioned against the use of “evaluate” in Economics Standard and encouraged the MSDE to consider rephrasing.

From late July to early September 2019, the MSDE conducted regional reviews and gathered additional input from local school system social studies supervisors. As a result, the standards were revised. The phrasing of the standards has been made consistent with the use of “Students will inquire” as the leading action for each standard. The new standards comply with feedback from the Standards Review Committee to simplify the standards into broad statements and remove the delineation of concepts within the wording. The Standards Review Committee preferred to have broad statements that would guide the more specific wording of the indicators and objectives in the State Frameworks and local curricula.

### **EXECUTIVE SUMMARY:**

The proposed amendments to Maryland’s social studies instructional program are the byproduct of consultation with the public, teachers, content supervisors, the State Board of Education, and non-profit social studies advocacy organizations. The MSDE believes that the revised Standards will better support the work of the local school systems in their development of quality social studies curricula.

### **ACTION:**

Request permission to publish amendments to COMAR 13A.04.08 *Program in Social Studies*.

### **ATTACHMENTS:**

Attachment A: Side-by-Side Comparison of Standards

Attachment B: Proposed Social Studies Standards Revisions

Attachment C: COMAR 13A.04.08 *Program in Social Studies*

# Social Studies Standards



**STATE BOARD MEETING**

March 24, 2020

# Review/Revision Timeline

Event	Date
State Board of Education called for a review of the social studies standards	January 2018
Public survey conducted	July 2018
Stakeholder review of standards	December 2018
State Board of Education granted permission to revise social studies standards	May 2019
Workgroup revised standards	May-June 2019
Regional reviews conducted	July 2019 – September 2019

# Review Panel Members

Andrew	Buffenmyer	North Caroline High School
Kate	Johnson	Harford County
Shelley	Brown	Maryland Youth and the Law
Alison	Jovanovic	University of Maryland
Monica	Whippo	Baltimore City
Lacy	Phelps	Kent Island High School
Dani	Biancolli	Baltimore County
Sandra	Rose	Prince George's County
George	Brown	Allegany County
Marie	Heath	Towson University
Monique	Ward	Dorchester County
Todd	Kenreich	Towson University
Cole	Reilly	Towson University
Jack	Tuttle	Charles County
Anastasia	Cronin	National Geographic
Patrice	Frasier	Baltimore Polytechnic Institute

Rebecca	Bland	Salem Avenue Elementary
MaryAnn	Hewitt	Maryland Council on Economic Education
Sarah	Gunn	Federal Reserve Bank of Richmond
Nicholas	Haltom	Federal Reserve Bank of Richmond
Patricia	Burnett	Harpers Choice Middle
Cecelia	Lewis	Calvert County
James	Hines	Frederick County Public Schools
David	Armenti	Maryland Historical Society
Steven	Findeison	McDaniel College
Colleen	Bernard	Frederick County Public Schools
Mark	Stout	Howard County
Jill	Holland	Somerset County
Kate	Long	Washington County Public Schools
Ramona	Smith	Buckingham Elementary
Phoebe	Stein	Maryland Humanities

# Social Studies Standards

## COMAR 13A.04.08

- 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.

# COMAR 13A.04.08: Significant Change #1

## Change: 13A.04.08. (C. Skills and Processes)

- Adds the phrase “students will inquire about...”
- Simplification of the standard into one overarching statement.

### **Rationale:**

Centralizes inquiry as foundational to each of the five content standards and emphasizes the evaluation of source material, argumentation, and communication.

# COMAR 13A.04.08: Significant Change #2

**Change: 13A.04.08** Content Standards Reordered

- Civics
- Peoples and Nations of the World
- Geography
- Economics
- History

## **Rationale:**

Aligns the standards with the reporting categories used for the social studies assessments in grade 8 United States History and high school American Government.



# COMAR 13A.04.08: Significant Change #3

## Change: 13A.04.08 (D: Civics Standard)

- Adds “civic reasoning in order to be informed, responsible citizens, engage in the political process, and contribute to society.”
- Adds “Students will inquire about...”
- Simplifies the standard into one overarching statement

### **Rationale:**

Centralizes inquiry as foundational to the study of civics, updates the language associated with civic education.

# COMAR 13A.04.08: Significant Change #4

**Change: 13A.04.08 (E: Peoples of the Nation and World Standard)**

- Adds “Students will inquire about...”
- Replaces the phrase “multicultural” with “multiple narratives”
- Simplifies the standard into one overarching statement.

## **Rationale:**

Centralizes inquiry as foundational to the study of peoples and nations of the world, updates the language associated with social studies education.

# COMAR 13A.04.08: Significant Change #5

## Change: 13A.04.08 (F: Geography Standard)

- Adds “Students will inquire about...”
- Simplifies the standard into one overarching statement.

### Rationale:

Centralizes inquiry as foundational to the study of geography, updates the content associated with geographic exploration.

# COMAR 13A.04.08: Significant Change #6

## Change: 13A.04.08 (G: Economics Standard)

- Removes the phrase “evaluate the decision making of individuals” and replaces it with “Students will inquire about decisions made...”
- Simplifies the standard into one overarching statement.

### **Rationale:**

Centralizes inquiry as foundational to the study of economics.

# COMAR 13A.04.08: Significant Change #7

## Change: 13A.04.08 (H: History Standard)

- Adds “Students will inquire about...”
- Adds “patterns and trends”
- Adds “to their communities”
- Simplifies the standard into one overarching statement.

### **Rationale:**

Centralizes inquiry as foundational to the study of history, updates the language associated with history education.

# Social Studies Standards

MSDE requests permission to publish  
**COMAR 13A.04.08** for public comment.

## Maryland Social Studies Standards: Side-by-Side Comparison

Standard	Current Wording	Proposed Revision
<b>Skills and Processes</b>	<p>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 the following disciplinary and inquiry literacies:</p> <p>(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</p> <p>(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.</p>	<p>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.</p>
<b>Civics</b>	<p>Students shall:</p> <p>(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; and</p> <p>(2) Engage in political participation and contribute to the public process.</p>	<p>Students will 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.</p>
<b>Peoples of the Nation and the World</b>	<p>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.</p>	<p>Students will 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.</p>

## Maryland Social Studies Standards: Side-by-Side Comparison

Standard	Current Wording	Proposed Revision
<b>Geography</b>	<p>Students shall:</p> <ul style="list-style-type: none"> <li>(1) Appreciate their own place in the world and foster curiosity about environments and cultures;</li> <li>(2) Use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures;</li> <li>(3) Use spatial and environmental perspective; and</li> <li>(4) Apply geographic representation including maps, imagery, and geospatial technologies.</li> </ul>	<p>Students will 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.</p>
<b>Economics</b>	<p>Students shall:</p> <ul style="list-style-type: none"> <li>(1) Evaluate decision making of individuals, businesses, governments, and societies to allocate resources;</li> <li>(2) Consider costs benefits and the interaction of buyers and sellers in a global market; and</li> <li>(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.</li> </ul>	<p>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.</p>
<b>History</b>	<p>Students shall:</p> <ul style="list-style-type: none"> <li>(1) Evaluate why and how events occurred;</li> <li>(2) Locate and assess a variety of sources;</li> <li>(3) 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</li> <li>(4) Analyze how individuals and societies have changed over time in Maryland, the United States, and the world.</li> </ul>	<p>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.</p>



# Maryland Social Studies Standards

## 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.

<b>Civics</b>	<b>People and Nations of the World</b>	<b>Geography</b>	<b>Economics</b>	<b>History</b>
<p>Students will 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.</p>	<p>Students will 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.</p>	<p>Students will 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.</p>	<p>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.</p>	<p>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.</p>

**Attachment C: 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, 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 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.]

*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.*

D. [History. Students shall:

(1) Evaluate why and how events occurred;

(2) Locate and assess a variety of sources;

(3) 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.]

**Civics.**

*Students will 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.*

E. [Geography. Students shall:

(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.]

*Peoples of the Nation and the World.*

*Students will 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.*

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.]

*Geography*

*Students will 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.*

G. [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; and

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

*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.*

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.]

## *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.*

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 participate in the comprehensive social studies program required by this chapter.