

MARYLAND REGISTER

Proposed Action on Regulations

Transmittal Sheet PROPOSED OR REPROPOSED Actions on Regulations	Date Filed with AELR Committee	TO BE COMPLETED BY DSD
	10/01/2014	Date Filed with Division of State Documents
		Document Number
		Date of Publication in MD Register

1. Desired date of publication in Maryland Register: 11/14/2014

2. COMAR Codification

Title Subtitle Chapter Regulation

13A 04 08 01

3. Name of Promulgating Authority

Maryland State Department of Education

4. Name of Regulations Coordinator

Charlene L Necessary

Telephone Number

410-767-0467

Mailing Address

200 W. Baltimore Street

City State Zip Code

Baltimore MD 21201

Email

cnecessary@msde.state.md.us

5. Name of Person to Call About this Document

Judy Jenkins

Telephone No.

410-767-0348

Email Address

judith.jenkins@maryland.gov

6. Check applicable items:

New Regulations

Amendments to Existing Regulations

Date when existing text was downloaded from COMAR online: August 1, 2014.

Repeal of Existing Regulations

Recodification

Incorporation by Reference of Documents Requiring DSD Approval

Reproposal of Substantively Different Text:

: Md. R
(vol.) (issue) (page nos) (date)

Under Maryland Register docket no.: --P.

7. Is there emergency text which is identical to this proposal:

Yes No

8. Incorporation by Reference

Check if applicable: Incorporation by Reference (IBR) approval form(s) attached and 18 copies of documents proposed for incorporation submitted to DSD. (Submit 18 paper copies of IBR document to DSD and one copy to AELR.)

9. Public Body - Open Meeting

OPTIONAL - If promulgating authority is a public body, check to include a sentence in the Notice of Proposed Action that proposed action was considered at an open meeting held pursuant to State Government Article, §10-506(c), Annotated Code of Maryland.

OPTIONAL - If promulgating authority is a public body, check to include a paragraph that final action will be considered at an open meeting.

10. Children's Environmental Health and Protection

Check if the system should send a copy of the proposal to the Children's Environmental Health and Protection Advisory Council.

11. Certificate of Authorized Officer

I certify that the attached document is in compliance with the Administrative Procedure Act. I also certify that the attached text has been approved for legality by Elizabeth M. Kameen, Assistant Attorney General, (telephone #410-576-6465) on September 26, 2014. A written copy of the approval is on file at this agency.

Name of Authorized Officer

Charlene L. Necessary

Title

Regulations Coordinator

Telephone No.

410-767-0467

Date

October 1, 2014

Title 13A
A STATE BOARD OF EDUCATION

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

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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-)	Magnitude
	Expenditure (E+/E-)	
A. On issuing agency:	NONE	
B. On other State agencies:	NONE	
C. On local governments:		
Local school systems	(E+)	Unknown
	Benefit (+)	Magnitude
	Cost (-)	

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, 9:00 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

Economic Impact Statement Part C

A. Fiscal Year in which regulations will become effective: FY 2016

B. Does the budget for the fiscal year in which regulations become effective contain funds to implement the regulations?

No

C. If 'yes', state whether general, special (exact name), or federal funds will be used:

D. If 'no', identify the source(s) of funds necessary for implementation of these regulations:

The change to the Social Studies regulations are minimal and may be accommodated with the same curriculum resources the local school systems already have.

E. If these regulations have no economic impact under Part A, indicate reason briefly:

F. If these regulations have minimal or no economic impact on small businesses under Part B, indicate the reason and attach small business worksheet.

G. Small Business Worksheet:

Attached Document:

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)—(2) (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 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; 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/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 [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) [u]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