

MARYLAND REGISTER

Proposed Action on Regulations

Transmittal Sheet PROPOSED OR REPROPOSED Actions on Regulations	Date Filed with AELR Committee	TO BE COMPLETED BY DSD
	04/06/2020	Date Filed with Division of State Documents
		Document Number
		Date of Publication in MD Register

1. Desired date of publication in Maryland Register: 5/22/2020

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 Telephone Number

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5. Name of Person to Call About this Document Telephone No.

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6. Check applicable items:

New Regulations

Amendments to Existing Regulations

Date when existing text was downloaded from COMAR online: February 1, 2020.

Repeal of Existing Regulations

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 State Board of Education at their March 24, 2020 meeting.

Statement of Purpose

The purpose of this action is to update the social studies standards by grouping the standards into broad statements and remove the delineation of concepts within the wording. The amendments also broaden statements that guide the more specific wording of the indicators and objectives in the State Frameworks and local curricula.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

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 Bruce A. Lesh, Director of Social Studies, Science, Environmental Literacy, and Disciplinary Literacy, Maryland State Department of Education, Division of Curriculum, Assessment and Accountability, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0519 TTY: 410-333-6442, or email to bruce.lesh@maryland.gov, or fax to None. Comments will be accepted through June 22, 2020. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the State Board of Education during a public meeting to be held on July 28, 2020, 9:00 a.m., at 200 West Baltimore Street, Baltimore, MD 21201.

Economic Impact Statement Part C

A. Fiscal Year in which regulations will become effective: FY 2021

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:

Local school systems will update their curricula to align with the new standards. This is work that local school systems do on a regular basis and thus they have the resources to make these changes.

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:

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

A.—B. (text unchanged)

[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.]

C. Social Studies Processes and Skills.

Students shall 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.]

D. Civics.

Student shall 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.]

E. *Peoples of the Nation and the World.*

Students shall 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.]

F. *Geography.*

Students shall 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.]

G. *Economics.*

Students shall 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.]

H. *History.*

Students shall 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. —J. (text unchanged)

KAREN B. SALMON, Ph.D.
State Superintendent of Schools