

# Evolution of the State Curriculum for Social Studies

2002

- Visionary Panel for Better Schools report, *Achievement Matters Most*, leads to the development of Voluntary State Curriculum

2002-2005

- Maryland Voluntary State Curriculum (VSC) Standards developed

2004

- WESTAT Reviews Social Studies VSC. Approves VSC.

2005

- Social Studies Task Force Initiates work. Reviews and affirms the VSC for Social Studies.

2006

- Maryland State Curriculum (SC) adopted

2014-2015

- Social Studies Standards reviewed as part of C3 Adoption process.

# Organization of Social Studies Standards

## State Curriculum Social Studies

**1.0 CONTENT STANDARD: POLITICAL SCIENCE-** Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. The Foundations and Function of Government</p> <p>1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect <b>citizens</b>, and provide <b>services</b></p> <p>a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting <b>citizens</b> and maintaining order</p> <p>b. Explain the consequences of violating rules and laws</p> <p>c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government</p>	<p>A. The Foundations and Function of Government</p> <p>1. Trace how the political structure in early Maryland developed and changed over time</p> <p>a. Describe how the colony of Maryland was established and governed including the establishment of <b>rule of law</b> and power with <b>authority</b>, such as <b>Proprietorships</b>, Royal Governor, and early <b>General Assembly</b></p> <p>b. Explain the importance of the Office of the Governor and the <b>Court of Appeals</b></p> <p>c. Outline the structure and function of the <b>Maryland General Assembly</b> and the roles of <b>state senators and delegates</b></p>	<p>A. The Foundations and Function of Government</p> <p>1. Examine the early foundations, functions, and purposes of government</p> <p>a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War</p> <p>b. Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies</p> <p>c. Identify and summarize how democratic principles, such as <b>rule of law, limited government, consent of the governed, popular sovereignty, representative democracy</b>, and the limitation of power influenced our founding documents</p> <p>d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings</p>	<p>A. The Foundations and Function of Government</p> <p>1. Examine the necessity and purpose of government in early world history</p> <p>a. Identify and compare forms of government and various distributions of power, such as those found in ancient <b>civilizations</b>, dynastic China, <b>absolute</b> and <b>constitutional monarchies</b></p> <p>b. Summarize the positions taken on government by political philosophers from early <b>civilizations</b> through the Middle Ages</p>	<p>A. The Foundations and Function of Government</p> <p>1. Analyze the characteristics and structure of various systems of government around the world</p> <p>a. Describe and compare the advantages and disadvantages of <b>limited governments</b>, such as <b>representative democracy</b> and <b>parliamentary democracy</b></p> <p>b. Compare the advantages and disadvantages of unlimited government, such as <b>authoritarian</b> and <b>dictatorships</b></p> <p>c. Explain and demonstrate how <b>nation-states</b> interact with each other</p> <p>d. Using multi-perspectives, describe and trace how past events assisted or impeded the development of nations, such as the founding of Israel, the break up of the Soviet Union</p>	<p>A. The Foundations and Function of Government</p> <p>1. Investigate the evolution of the U.S. political system as expressed in the United States <b>Constitution</b></p> <p>a. Compare the <b>confederate</b> form of government under the <b>Articles of Confederation</b> with the <b>federal</b> form under the <b>Constitution</b></p> <p>b. Explain and summarize the principles of <b>federalism, popular sovereignty, rule of law, consent of the governed, separation of powers, checks and balances, majority rule, limited government</b> and how they protect individual rights and impact the functioning of government</p> <p>c. Compare how the powers and functions of the three branches of government are divided and how they are shared to protect <b>popular sovereignty</b></p> <p>d. Explain and summarize how the supremacy of the national government was defined by events, such as Shay's Rebellion and early decisions of the <b>Supreme Court</b>, such as <b>McCulloch v. Maryland</b> (1819)</p> <p>e. Evaluate the role and responsibility of a legislator in a <b>representative democracy</b></p> <p>f. Analyze the impact of precedence in the office of the President, such as the establishment of a <b>cabinet</b> and <b>foreign policy</b></p> <p>g. Summarize an individual's legal obligations to obey the law, pay taxes, serve on a <b>jury</b> and serve as a witness</p>

# Current Social Studies Standards Revisions

- High school American Government framework (Status: Complete).
- 8<sup>th</sup> Grade United States History framework Revision (Status: To be completed by August 2017).
- High School Modern World History framework (Status: To be completed by January 2018).
- High School United States History framework (Status: To be completed by July 2018).
- Elementary Social Studies framework (Status: To be completed by January 2019).

# Maryland §7–203.

- At the middle school level, a statewide, comprehensive, grade band assessment program that measures the learning gains of each public school student towards achieving mastery of the standards...
  
- The assessment shall:
  - Provide information needed to improve public schools by enhancing the learning gains of students and academic mastery of the skills and knowledge set forth in the State’s adopted curricula...
  - Inform the public annually of the educational progress made at the school, local school system, and state levels; and
  - Provide timely feedback to schools and teachers for the purposes of adapting the instructional program and making placement decisions for students; and
  - Be administered annually

## How is Middle School Social Studies Assessed?

- **22** districts assess middle school social studies either by:
  - District-wide final exams and/or mid terms
  - District-wide quarterly assessments
  - District-wide performance based assessments
  - District-wide pre and post assessments
- **2** districts assess middle school social studies via teacher-created assessments

# Middle School Social Studies Assessment Policy Options

Option #	Option 1	Option 2	Option 3	Option 4
<b>Board Action</b>	Board does not act.	Board supports Assessment Commission's recommendation to eliminate exam. (Legislation will be required to meet this objective.)	Board supports an amendment to delay the middle school exam.	Board supports Assessment Commission recommendation to eliminate the exam, but institutes an exam via COMAR rather than via legislation. Would require legislation to overturn original statute and a Board vote to alter COMAR to require the exam.
<b>Legislative Action</b>	No change is made to existing law.	Law is passed to eliminate the Middle School Social Studies Assessment. Currently <b>HB461</b> and <b>SB452</b> call for devolving the middle school social studies exam down to the LEAs.	Law is amended to further delay the test.	Law is passed to eliminate the Middle School Social Studies Assessment.
<b>Result</b>	Middle School Exam will begin in the 2018-2019 school year.	Middle School exam will not be administered.	Date for exam will be determined by the State Board in conversation with the General Assembly.	Middle School social studies exam would begin at a date to be determined by the Board.

**MSDE Recommendation: Option 3**

## Option 1 Timeline for Middle School Assessment in 8<sup>th</sup> Grade

<b>April 1, 2016</b>	Amendment approved allowing two year delay of middle school assessment.
<b>July 2016-May 2017</b>	MSDE begins revision of 8 <sup>th</sup> grade United States History state curriculum and test design
<b>Summer 2016</b>	Write RFP so middle school assessment is included in Fiscal 2017-2018
<b>Summer 2017</b>	RFP Issued
<b>Fall 2017</b>	Contract awarded
<b>Fall 2017</b>	Item development begins
<b>January 2019</b>	Initial field test of items
<b>Summer 2019</b>	Item review and range-finding
<b>January 2019</b>	Middle School Exam is operational