



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

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: May 21, 2019

SUBJECT: Revised State Standards in Social Studies

PURPOSE:

The purpose of this item is to present the recommendations from Phase 1 of the State Social Studies Standards Review. Attached for your review are Maryland’s Social Studies Standards found in COMAR 13A.04.17.01, the Protocol for Developing and Revising Standards, results from the statewide survey, and draft social studies standards containing recommended edits.

PROTOCOL FOR DEVELOPING AND REVISING STANDARDS:

Standards are adopted by the State Board of Education in COMAR and are reviewed at least every eight years in accordance with the Regulatory Review and Evaluation Act, State Government Article §§ 10-130-10-139 Annotated Code of Maryland.

As outlined in Attachment I, there are three main phases of the standards revision protocol. During this first phase, Review, a survey is created and disseminated to collect feedback. In addition, a review panel is assembled consisting of key stakeholders. The panel makes initial recommendations for edits to the current standards based upon survey feedback. These recommended edits are being presented to the State Board of Education. In Phase 2 content advisors review edits, regional conferences are held to provide feedback, and the standards are presented at content supervisor briefings. Phase 3 is State Board approval and adoption.

HISTORICAL BACKGROUND:

In the state of Maryland, standards are defined as statements that define what students should know and be able to do in a core content area. The social studies standards in Maryland were last reviewed and revised in 2015. At that time, Social Studies Standard 6.0 Skills and Processes underwent the most significant change. This standard was updated to reflect the latest research and practice on inquiry-based pedagogy in social studies. Maryland’s current social studies standards are provided in Attachment I.

At the December 2017 State Board of Education meeting, a request was made to review the state standards in social studies. As a result, the standards review protocol was initiated. In accordance with Phase 1 of the protocol, a public survey was created and disseminated on June 1, 2018. The survey was open to the public for one month and closed on July 1, 2018.

On December 19, 2018 a review panel convened to make the initial recommendations. The panel consisted of 26 teachers, curriculum coordinators/specialists, and stakeholders from social studies related organizations. The review panel's objective was to use their expertise and data from the public survey and to determine if edits to the standards were needed. The survey results are provided in Attachment II. The recommendations made by the panel are the subject of this presentation.

RECOMMENDATIONS:

The standards review panel recommends minor revisions to the six social studies standards. These changes reflect updated academic language in social studies and are intended to be more descriptive of the content embedded in the standards. The DRAFT version of the revised social studies standards is provided in Attachment IV.

ACTION:

Request permission to move to Phase 2 of the Standards Review Protocol.

Attachments (4)

Attachment I: Protocol for Developing and Revising Standards

Attachment II: Data Results from Public Survey on Social Studies Standards

Attachment III: Maryland's State Social Studies Standards Review: Phase 1 Stakeholder Review and Recommendations

Attachment IV: DRAFT Revised Social Studies Standards

State Social Studies Standards Review



State Board Meeting

May 2019

Social Studies Standards—COMAR

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.

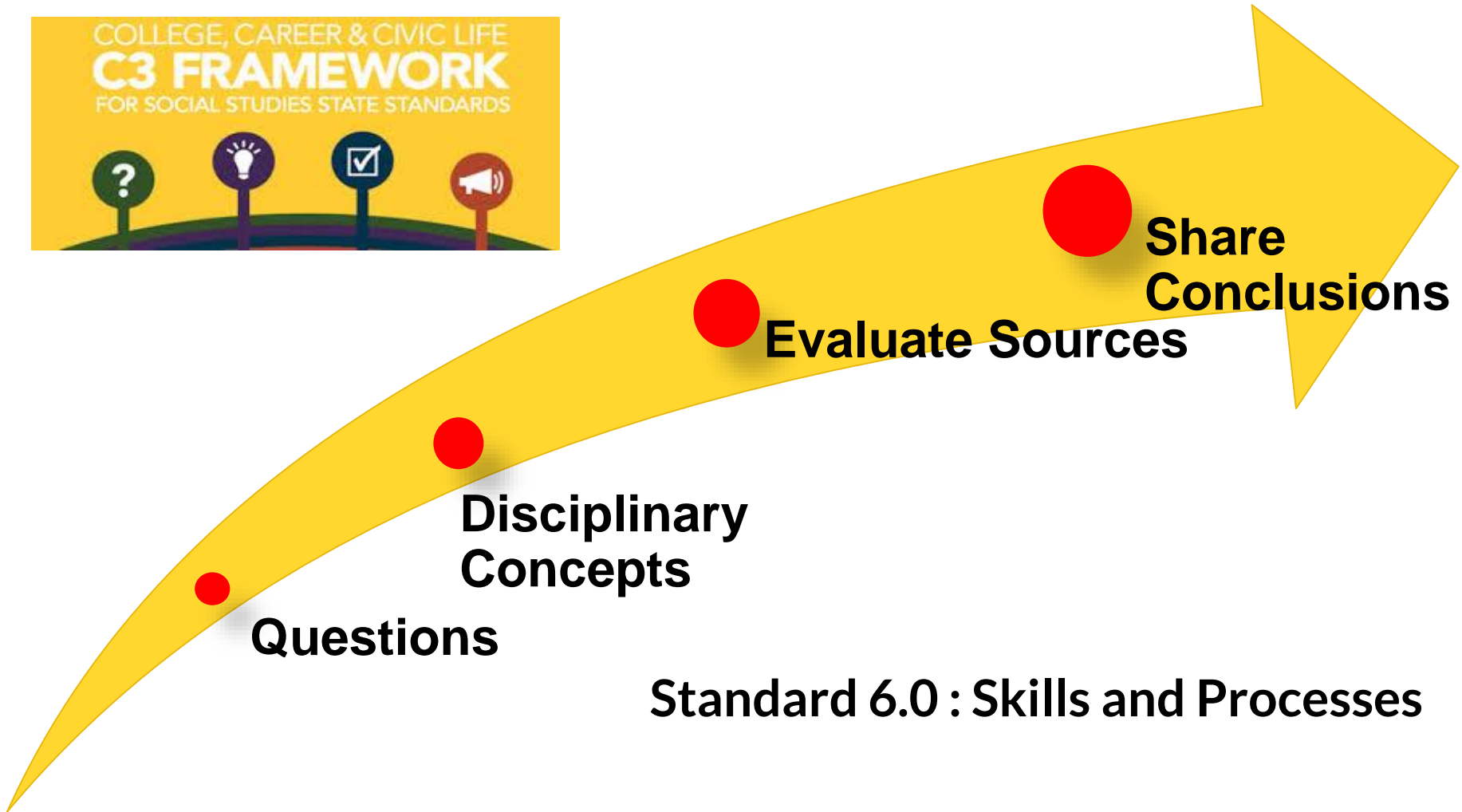
Social Studies Standards—COMAR

COMAR 13A.04.08

The comprehensive instructional program shall include:

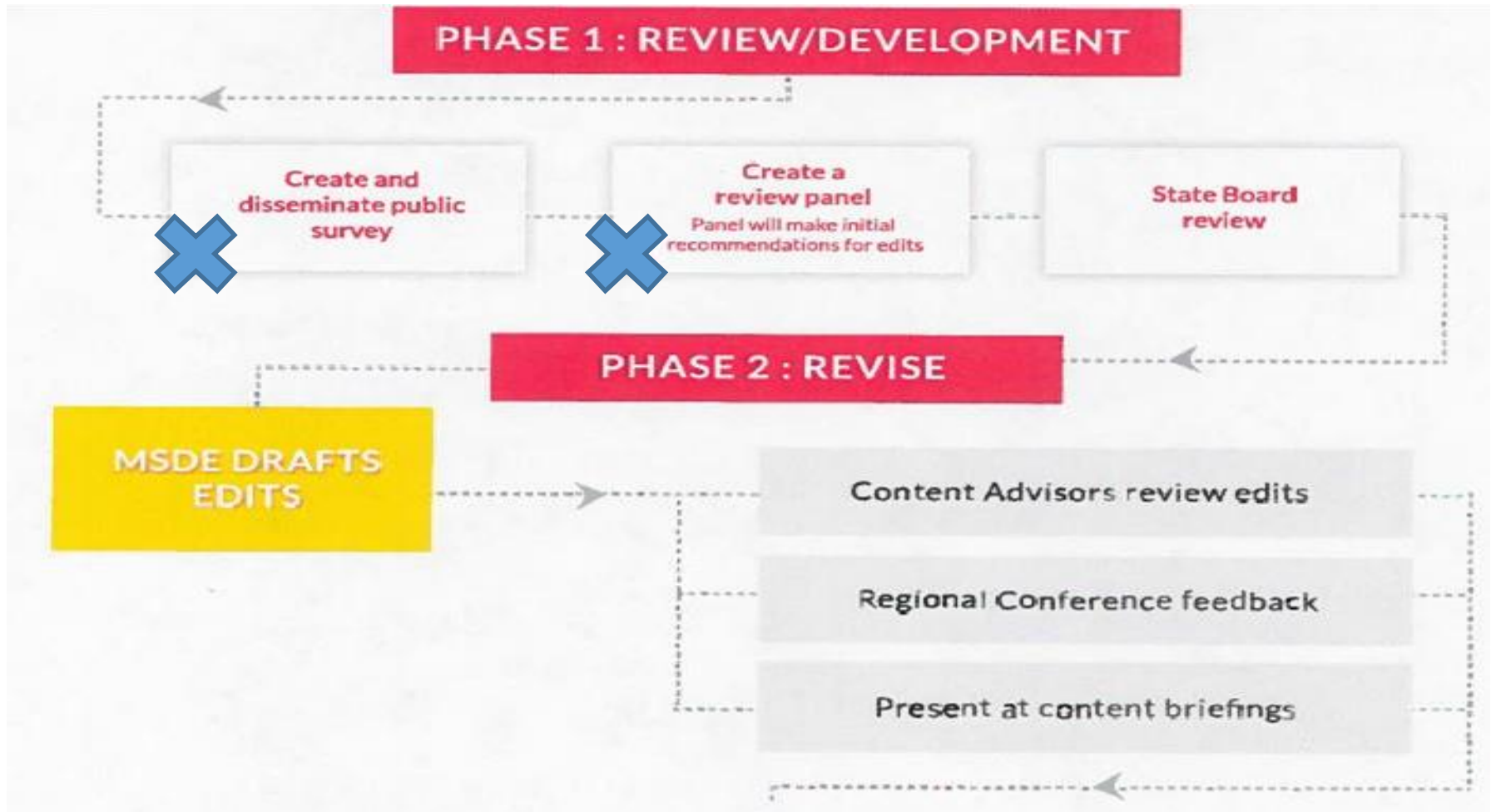
1. Civics
2. Peoples and Nations of the World
3. Geography
4. Economics
5. History
6. Skills and Processes

The Inquiry Arc



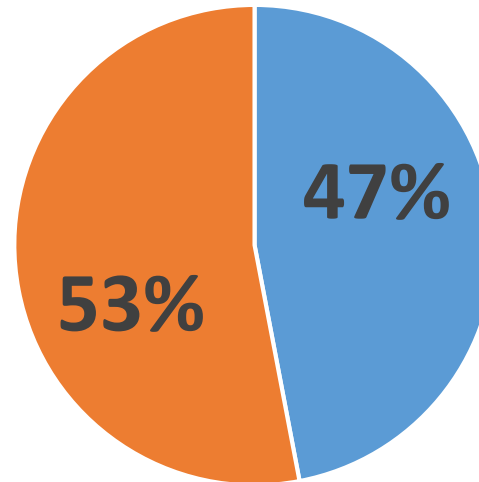
Standard 6.0 : Skills and Processes

Protocol for Developing and Revising Standards



Public Feedback on Social Studies Standards

Social Studies Standards



■ Do not revise ■ Revise

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

Review Panel Recommendations

Minor changes to the current standards that:

- more closely define the skills and processes standard;
and
- update language of content standards to reflect current research and pedagogy.

Social Studies Standards DRAFT Revision

Standard 1.0 Civics

Students will apply the historical development and current status of the fundamental concepts and processes of authority, power, and influence with particular emphasis on democratic skills and attitudes in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Standard 2.0 Peoples of the Nation and the World

Students will 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.

Standard 3.0 Geography

Students will employ geographic concepts, representations, perspectives, and processes to examine the role of culture, technology, and the environment in location and distribution of human activities and spatial connections throughout time in order to demonstrate an appreciation of their own place in the world and foster curiosity about humankind and the physical world.

Standard 4.0 Economics

Students will evaluate decision making of individuals, businesses, governments, and societies to allocate resources; consider costs benefits and the interaction of buyers and sellers in a global market; and 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.

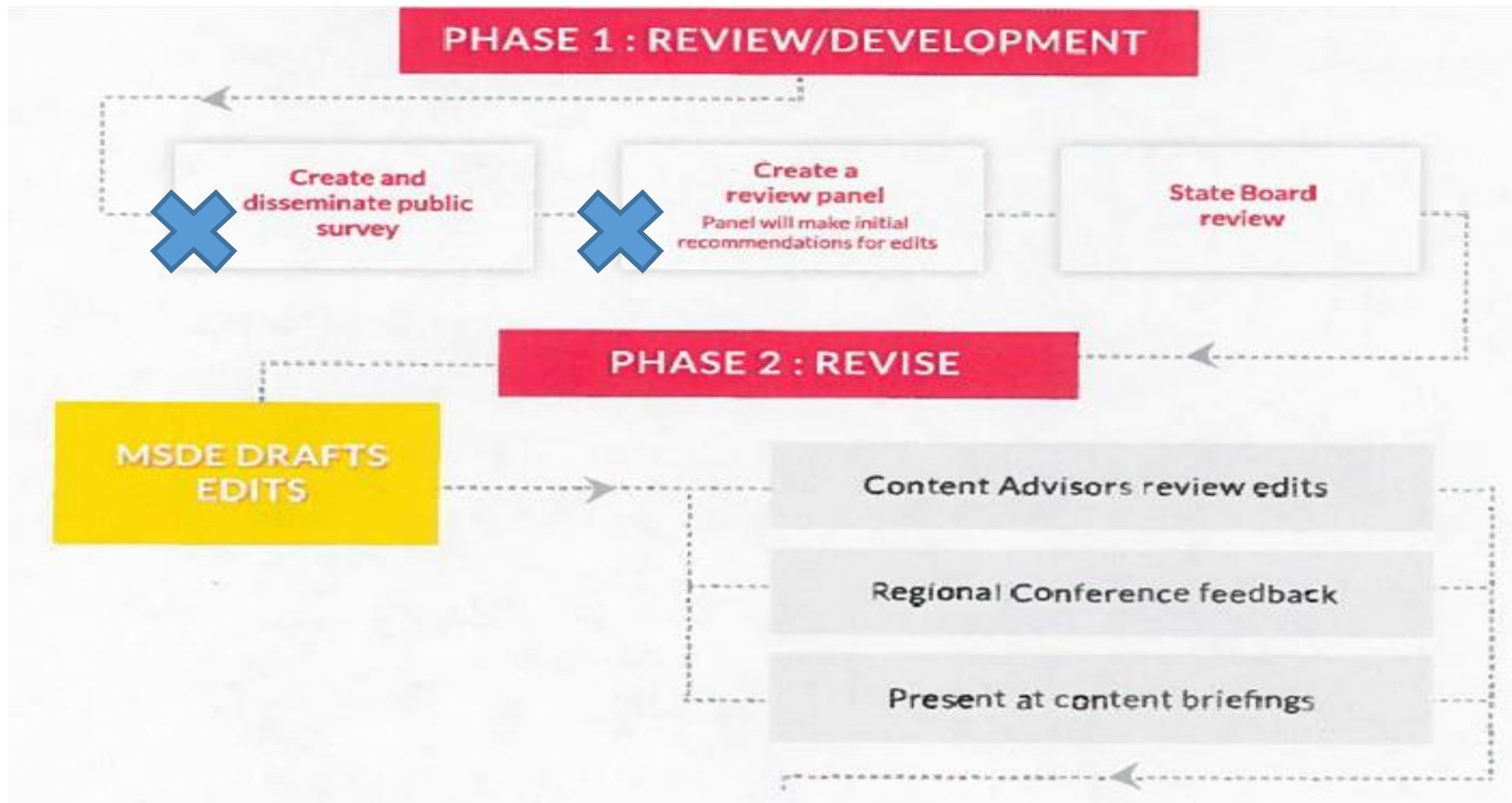
Standard 5.0 History

Students will engage in inquiry to investigate historically significant ideas, beliefs, and themes; organize patterns and events, analyze how individuals and societies have changed over time to connect to the present in their communities, Maryland, the United States, and the world.

Standard 6.0 Skills and Processes

Students will use reading, writing, and other forms of communication, as well as disciplinary literacy processes and skills to foster inquiry by critically evaluating content through a variety of source materials across disciplines of social sciences, behavioral sciences, and history.

Next Steps




Attachment I



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. 
State Superintendent of Schools

DATE: May 23, 2017

SUBJECT: Protocol for Developing and Revising Standards

Purpose:

The purpose of this memo is to establish the protocol used by the Maryland State Department of Education (MSDE) when writing, implementing and revising standards. To clarify which documents are revised by MSDE in this process, the following definitions apply.

Standards for each content/core area are statements that define what students should know and be able to do. Standards are adopted by the State Board of Education in COMAR and are reviewed at least every 8 years in accordance with the Regulatory Review and Evaluation Act, State Government Article §§10-130–10-139, Annotated Code of Maryland.

Supporting Documents provide guidance for implementing the standards adopted by the State Board of Education. They serve as a guide for school systems as they develop local curricula. Supporting documents may consist of frameworks, unit plans, outlines, lesson seeds, model lessons, and resource lists. They are developed, reviewed, and revised by teams of Maryland educators and may also include national models. Supporting documents are considered as works in progress so they can be refined and updated.

Curricula are developed by local school systems and define how teachers will teach the standards. Curricula may include methods, scope and sequence, materials, and assessments.

Summary of the Standards Review Process

Phase 1 - REVIEW

MSDE will create and disseminate a public survey to collect stakeholder feedback on the proposed standards. A review panel will be assembled and will consist of PreK–12 educators, curriculum coordinators/specialists, and other stakeholders key to the specific content area. The panel will make initial recommendations for edits to the proposed or existing standards document. The draft standards document will be presented to the State Board of Education for its review.

Phase 2 - REVISE

MSDE will draft edits to the revised standards based on panel recommendations, public input and State Board of Education input. The panel will convene to review the edits. The revisions will be given to specific content advisors to review the edits. The proposed draft will be shared regionally for feedback and will be presented at content briefings for additional input. MSDE will make any edits in response to panel, stakeholder and content advisor feedback.

Phase 3 - ADOPT

The draft revised standards will be presented to the State Board of Education for approval, following the same procedures that are used for regulations. The proposed standards are set forth as proposed regulations and are sent to the AELR Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulations for further review, they are published in the Maryland Register for a 30-day public comment period. At the end of the comment period, MSDE staff review and summarize the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the standards in the form they were proposed; or (2) revise the standards and adopt them as final because the suggested revision is not a substantive change; or (3) review the standards and re-propose them 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 standard or the AELR Committee may release the regulations for final adoption.

PROTOCOL FOR DEVELOPING AND REVISING STANDARDS

PHASE 1 : REVIEW

Create and disseminate public survey.

Create a review panel.
Panel will make initial recommendations for edits.

State Board review.

PHASE 2 : REVISE

MSDE DRAFTS EDITS

Content Advisors review edits

Regional Conference feedback

Present at content briefings

MSDE revises drafts edits

PHASE 3 : ADOPT

MSDE presents draft revised standards to State Board for approval

AELR Committee 15 day review

Publish in the MD Register for 30 day public comment

MSDE presents recommendation to State Board

State Board revise and repose (substantive change)

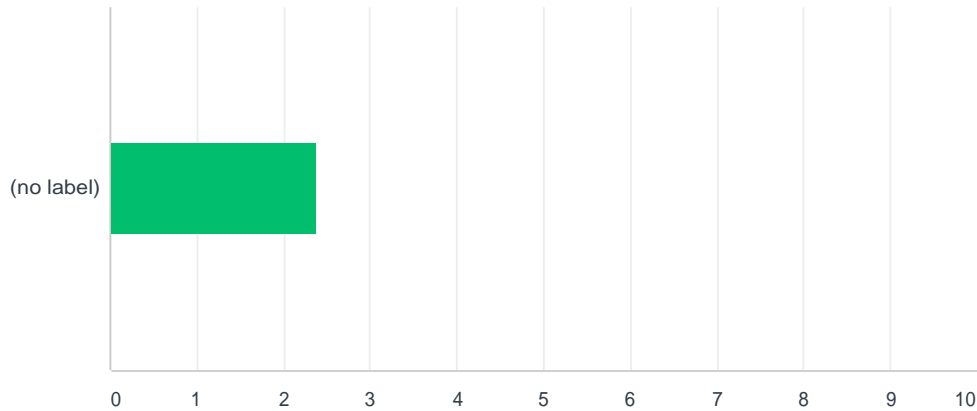
State Board adopts in form proposed

State Board revise and adopt (no substantive change)

Standard Adopted

Q1 The existing Maryland social studies standards need revision.

Answered: 193 Skipped: 0



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	16.06%	36.79%	40.41%	6.74%	193	2.38
	31	71	78	13		

#	PROVIDE ANY ADDITIONAL THOUGHTS OR RECOMMENDATIONS YOU MAY HAVE REGARDING THE STANDARDS.	DATE
1	They need to align with C3	6/29/2018 9:15 AM
2	I think the standards should align more closely to the NCSS standards.	6/28/2018 1:46 PM
3	Elementary grades should be teaching about Native Americans, the colonies, explorers, continents, states and capitals, geography/geographic features, not an entire year about Maryland with no textbook. My students are completely clueless in 8th grade when we start US History. There is too much to cover in middle school, especially 8th grade.	6/24/2018 9:53 AM
4	We don't focus enough on the last 20 years as we do prior. WH is still taught with a focus on Western European history than other regions	6/13/2018 1:26 AM
5	The current standards were all aligned to ultimate success on HSA and many things have changed since them. Some of the indicators are no longer relevant and many new issues and events need to be addressed. We also need to rewrite the standards in a way that reflects an integration of the C3 Framework and the content. Standards need to be worded so that students use disciplinary literacy and inquiry skills in order to learn content and other skills.	6/12/2018 2:29 PM
6	This material is not properly supported by resources in my school. How do students get a good grip on the content if it depends on the teacher to come out of pocket or scrounge around the building for materials on every topic.	6/12/2018 2:02 AM
7	The curriculum is not available to parents or to students. It is made up as the students attend.	6/11/2018 2:19 PM
8	I feel like the skills standard could include a more specific skill-set to be addressed.	6/11/2018 10:44 AM
9	The standards are fine. The application of the standards in content guides are what need to be reviewed. The World History area did a fantastic job with that over the last few years.	6/11/2018 10:11 AM
10	There are four standards of which we have been given 0 resources to teach. After finding all the resources myself it is very difficult to stretch these 4 over the course of 180 school days.	6/11/2018 9:51 AM
11	I think it needs to add financial literacy as well.	6/10/2018 11:29 PM
12	I think the standards are adequate. The only addition I would suggest is to include analyzing primary sources within the Skills and Processes standard.	6/8/2018 8:46 AM

Social Studies Standards Review

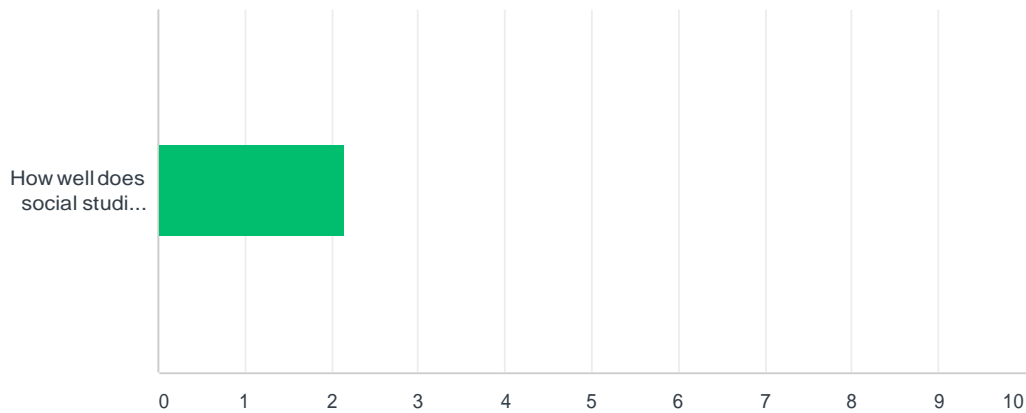
13	I think the skills domain needs to be a priority where key components are incorporated into each course. Additionally, there are some indicators that seem to be repeated in within other standards or objectives.	6/7/2018 2:06 PM
14	Skills need to be simplified. Less wordy	6/7/2018 1:44 PM
15	The Maryland existing Social Studies standards are fine when used in addition to English standards. However for grades below 3rd there isn't a textbook and the supplementary texts and materials that are provided are far and few between. Not to mention, the discovery website that is provided is not accessible.	6/7/2018 8:10 AM
16	I think that both 3 and 4 need revision and more emphasis placed on them at multiple grade levels. I teach 10th and 11th graders and so many of them are absolutely clueless about how economics on the micro and macro scale works, especially in relation to their own lives and the world they live in.	6/6/2018 5:34 PM
17	K-3 coursework needs to be more clearly defined.	6/6/2018 5:19 PM
18	There is too little emphasis on political Literacy/efficacy, Governmental structure and function (especially State and Local levels), and American History in the Primary and Middle grades; which limits the ability of students to grow in those areas once they reach High School	6/6/2018 12:35 PM
19	These are a fine set of standards and we do not need to revise them just for the sake of doing so	6/6/2018 12:05 PM
20	These standards are appropriate for a K-12 approach to curriculum development.	6/6/2018 10:56 AM
21	The general standards provide a good framework for teachers to work with, and the six categories themselves are good. However, they get very specific. Most of the standards break down into a specific topic, which may only be assessed by one question at one point in time in a class. Standards that represent applied history, with specific suggested content as a guide would be more beneficial for our students.	6/6/2018 10:54 AM
22	In an ever-changing global media environment, I feel there needs to be additional emphasis on analyzing a variety of sources for source validity and reliability. With the advent of 'fake news' and the increased access to technology and the Internet it has more clearly highlighted this weak area in our education system.	6/6/2018 8:59 AM
23	Content is too specific to topic that it creates a limited concept of the historical context of event. Too many standards.	6/6/2018 8:14 AM
24	The standards should allow for more current events integration.	6/6/2018 8:05 AM
25	We can always benefit from revision, but I don't think they NEED revision, especially compared to larger concerns (getting social studies taught in every grade, developing quality curriculum, etc)	6/6/2018 8:03 AM
26	I think more detail needs to be added to the standards so that each grade has more specific skills to be taught	6/6/2018 7:18 AM
27	The standards were written in good faith, through a rigorous process, and accurately reflect the desired result of social studies education in public schools.	6/6/2018 7:13 AM
28	Stronger understanding of world multi-cultures.	6/6/2018 7:12 AM
29	more emphasis has been placed on standard 6 than the actual content. There is very poor geographical and economical knowledge which hurts historical knowledge.	6/6/2018 6:52 AM
30	There should be a component adding (using) technology in some capacity	6/6/2018 6:52 AM
31	they seem pretty okay.	6/6/2018 6:51 AM
32	You are making it over complicated	6/6/2018 6:29 AM
33	8th grade United States history is too broad and impossible to cover everything.	6/6/2018 6:26 AM
34	i think these standards are clear and easy to follow however, they should align more clearly with the C3 Framework.	6/6/2018 6:21 AM
35	The Social Studies standards are very general and need to have a more concentrated focus at each grade level.	6/5/2018 8:55 PM
36	The standards and scope and sequence are out of date and aren't relevant to today. The early elementary standards are drawn out, boring, and are hard to tie into literacy learning.	6/5/2018 6:13 PM

Social Studies Standards Review

37	Building the standards into two distinct trees with one centered on content goal and and the other on thinking skills (akin to how CollegeBoard) would be my recommendation.	6/5/2018 5:26 PM
38	They are not child friendly.	6/5/2018 4:14 PM
39	As in middle school teacher, and one who teaches all three grades in my current placement, I can say with confidence that the entire scope and sequence needs to be rethought. There are several concepts that are recycled constantly while others that drift into obscure historical topics. Also, because social studies in elementary is so inconsistent, students come to sixth grade with an incredible range of misconceptions about the subject. Furthermore, the eighth grade here is not long enough to cover all of the required curriculum. Traditionally, US history 1 should end at the Civil War but we are expected to go all the way through industrialization. It just seems like there is a ton of content to cover, but a lot of it repeats itself, and a lot of it is extraneous. I think moving forward, the standards should focus on doing a few things really well instead of trying to cram in history and geography for the entire world is in two years and then over half of US history into one year. It's just too much.	6/5/2018 4:10 PM
40	We continue to drift away from fundamental facts that are essential for the higher level goals to be met. Students have become too dependent on the internet for satisfying basic factual components essential for making sense of the universal concepts.	6/5/2018 2:47 PM
41	I do not feel this needs attention.	6/5/2018 2:45 PM
42	They are far too oriented toward the PC and other intellectual intolerance. We need a much broader view included.	6/5/2018 2:25 PM
43	Only comment...the summary above says, "Grade 6 Geography and World Cultures, Grade 7 Geography and Early World History". According to the state standards Grade 6 should be Geography and Early World History and Grade 7 should be Geography and World Cultures.	6/5/2018 1:35 PM
44	I think it might be a better use of resources to spend time thinking about more specific curricular expectations for students. For example, what is it that we want 9th graders in MD to do? Is passing a specific test the goal? Implementing some sort of public service project? Does every kid have to complete the same task? As a person in a school building, the standardized expectations for each student are a life sucker. It'd be great to see more of a focus on that than the standards, which seem generally applicable to what we do, or want to do.	6/5/2018 12:49 PM
45	There is some overlap of topics from one year to the next. This could be changed.	6/5/2018 12:45 PM
46	They should be more aligned to language in the C3 document, if we truly want teachers to use C3 framework to plan and deliver lessons.	6/5/2018 12:35 PM
47	I think that the students do better when they see the connections in the world. When we study a culture or a geographical region, they benefit from reading the literature, viewing the art, and other activities that help them feel the culture. Time restrictions do not allow us to cover the entire culture.	6/5/2018 12:32 PM
48	I'm assuming that specific skills and processes will be included in specific grade/course standards.	6/5/2018 12:28 PM
49	World History in High School should be two courses - one Junior Year and one Senior Year	6/5/2018 11:49 AM

Q2 Standard 1.0 Civics: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens, engage in political participation, and contribute to the public process.

Answered: 77 Skipped: 116



	EXTREMELY WELL	REASONABLY WELL	NOT WELL	POORLY	TOTAL	WEIGHTED AVERAGE
How well does social studies Standard 1.0 Civics reflect what students should know and be able to do regarding civics as the result of studying social studies PreK-12?	11.69%	66.23%	16.88%	5.19%	77	2.16
	9	51	13	4		

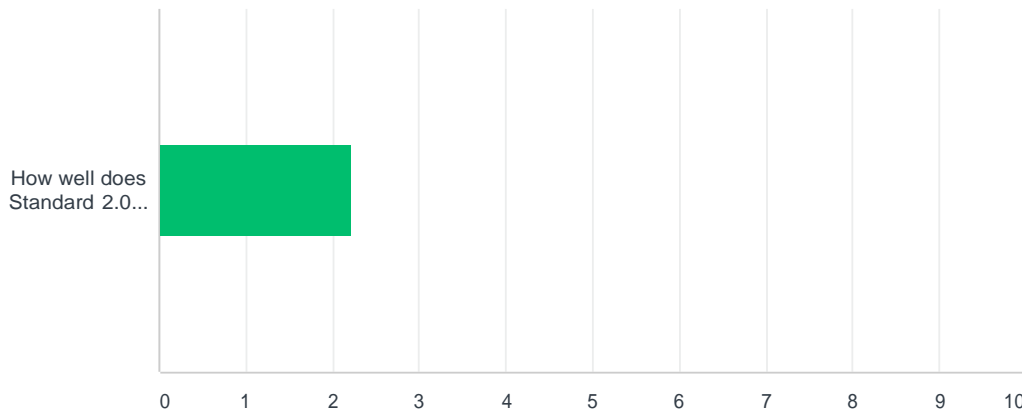
#	COMMENTS FOR "HOW WELL DOES SOCIAL STUDIES STANDARD 1.0 CIVICS REFLECT WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO REGARDING CIVICS AS THE RESULT OF STUDYING SOCIAL STUDIES PREK-12?"	DATE
1	My suggestion is to change "public process" to "political process" because it would be more specific and relevant to the objectives listed under this standard. Public process seems vague and not intentionally about civics.	6/14/2018 6:36 AM
2	We need a focus on civil discourse as well. Perhaps ensuring that students know how to effectively communicate their views to peers and officials might help. I understand that this is related to political participation, but today we need clearer guidelines. Also, perhaps including media literacy in this standard might also be important.	6/12/2018 2:41 PM
3	I think it is sad that students are unaware of their roles as citizens and how those roles evolve as they mature.	6/11/2018 2:21 PM
4	Need to simplify and focus on the skills.	6/7/2018 1:53 PM
5	The statement is very broad. Understanding the concept and process of influence must also include understanding who the actual and potential Influencers are, and how the structure of Government allows or inhibits access to those who want to influence. Also, how is this understanding best measured?	6/6/2018 1:31 PM
6	See original comment.	6/6/2018 10:55 AM
7	Objective is wordy and can be simplified to be more user friendly. What is the point of teaching civics/government to our students. Place in plain language	6/6/2018 8:22 AM
8	Students must also be able to understand that the system is not always perfect and allows for human interpretation.	6/6/2018 8:09 AM

Social Studies Standards Review

9	The standard is broad but it allows teachers the chance to touch on several topics around the civics of our country.	6/6/2018 7:36 AM
10	There needs to be AP government or a half year course offered for Seniors to parallel EPI with more real world government practices. We are sending students into the world, who will actively participate in government, without ever having learned or talked politics/government since they were freshman. This lack of understanding is a major cause in a lot of our political problems today.	6/6/2018 7:05 AM
11	Although 5th grade students learn and research current events, they do not have a firm understanding of how those current events directly influence their well being as American citizens. They spend a large amount of time in the 5th grade learning about the American Revolution and that helps the students learn more about our struggle for independence as well as our freedoms as Americans.	6/5/2018 9:00 PM
12	This standard lacks interesting lessons. It needs more interactive lessons and videos. More discussion topics, group posters, etc.	6/5/2018 8:33 PM
13	Too lengthy and some words are unnecessary	6/5/2018 4:42 PM
14	The standard needs to be revised to reflect the heightened partisan political country we live in.	6/5/2018 4:14 PM
15	This is the problem: "with particular emphasis on democratic skills and attitudes necessary to become responsible citizens, engage in political participation, and contribute to the public process." That is fine if the students know who is eligible to run for office and other basic Constitutional/statutory requirements, but for many students knowing the ages of a Senator or Representative is an assumption that is overlooked, ignored, or not even considered. Apportionment v. appropriation. For many students those two words look the same, and to assume that gerrymandering and earmarks are respective concepts is ludicrous and pedagogically disingenuous.	6/5/2018 2:57 PM

Q3 Standard 2.0: Peoples of the Nations and the World. Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historical perspective.

Answered: 76 Skipped: 117



	EXTREMELY WELL	REASONABLY WELL	NOT WELL	POORLY	TOTAL	WEIGHTED AVERAGE
How well does Standard 2.0: Peoples of the the Nation and World reflect what students should know and be able to do as a result of studying PreK-12 social studies.	13.16%	55.26%	27.63%	3.95%	76	2.22
	10	42	21	3		

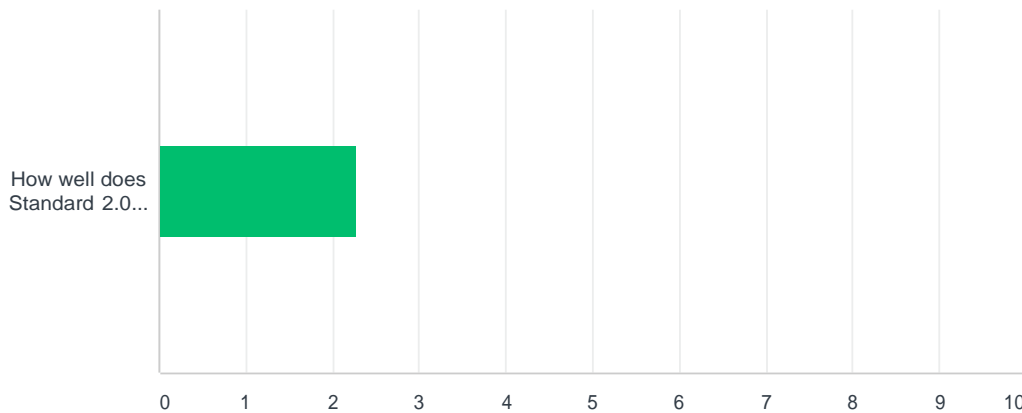
#	COMMENTS FOR "HOW WELL DOES STANDARD 2.0: PEOPLES OF THE THE NATION AND WORLD REFLECT WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AS A RESULT OF STUDYING PREK-12 SOCIAL STUDIES."	DATE
1	This needs to be embedded in other standards to make it more culturally proficient	6/29/2018 9:29 AM
2	It needs to address real life results related to their environment, city and state toward multicultural and historical perspective.	6/18/2018 6:17 PM
3	We could do better focusing more on Asian cultures and Eastern Europe.	6/13/2018 1:31 AM
4	We need to ensure that students are exposed to non-western cultures as well as western ones. Most students learn non-western cultures in relationship to their interaction with and subjugation by the western powers. This might be an opportunity to have students choose which empires to study (both western and non-western) so perhaps the indicators should list cultures/empires and indicate that students should learn X in depth (similar to AP or to IB where there are a list of units and the teacher chooses 2 to go in depth with.	6/12/2018 2:41 PM
5	It needs to be more specific.	6/7/2018 7:49 PM
6	Need to simplify and focus on the skills.	6/7/2018 1:53 PM
7	How does one practically accommodate diversity in a plural society, while maintaining a set of common values and standards around which the nation rallies? What does it actually mean to be an AMERICAN in the age of multiculturalism? What values do we require citizens living here to hold?	6/6/2018 1:31 PM
8	See original comment.	6/6/2018 10:55 AM
9	I feel, in an ever-globalizing world, many of the objective under this standard could be updated to reflect more relevant, current, and influential events; for example the modern day slave trade vs. historical slave trade.	6/6/2018 9:07 AM

Social Studies Standards Review

10	Teach World History on an actual timeline basis and not a theme basis. Theme basis ties in events from different time periods making it difficult to follow and teach the subject.	6/6/2018 7:05 AM
11	Many of the stories and novels that students are exposed to in the ELA classroom help students learn about this standard and the emphasis does not take place within the Social Studies classroom.	6/5/2018 9:00 PM
12	More interactive lessons or maybe intercommunication with another school in the same grade.	6/5/2018 8:33 PM
13	This covers way too much. It is extremely challenging to group people into larger groups and Teach in generalities.	6/5/2018 4:14 PM

Q4 Standard 3.0: Geography. Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.

Answered: 76 Skipped: 117



	EXTREMELY WELL	REASONABLY WELL	NOT WELL	POORLY	TOTAL	WEIGHTED AVERAGE
How well does Standard 2.0: Geography reflect what students should know and be able to do as a result of studying geography as part of their PreK-12 social studies education?	15.79% 12	50.00% 38	25.00% 19	9.21% 7	76	2.28

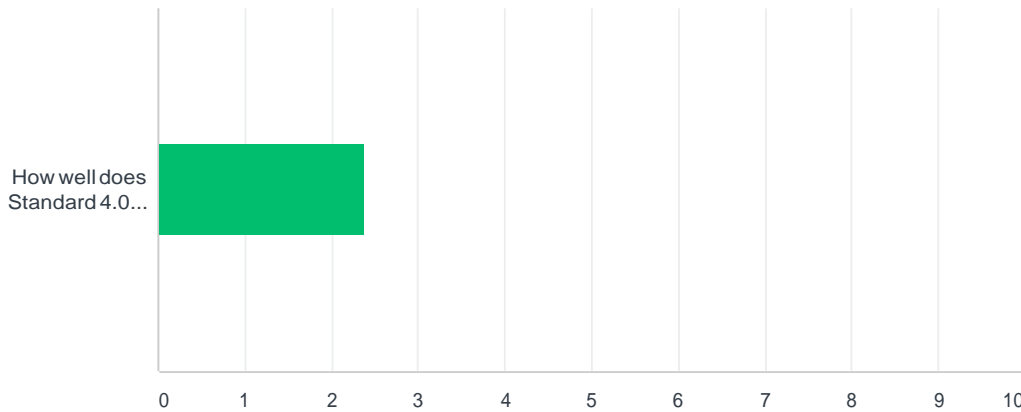
#	COMMENTS FOR "HOW WELL DOES STANDARD 2.0: GEOGRAPHY REFLECT WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AS A RESULT OF STUDYING GEOGRAPHY AS PART OF THEIR PREK-12 SOCIAL STUDIES EDUCATION?"	DATE
1	This needs to focus more on the use of multiple sources	6/29/2018 9:29 AM
2	Too vague, our students need to learn states and capitals and geographic land and water features	6/24/2018 10:02 AM
3	Hands on experience would benefit to their curiosity and reasoning based on the world.	6/18/2018 6:17 PM
4	This standard seems long, but it may be necessary. Most of this standard seems to be clear; however, "use spatial and environmental perspectives" seems to be vague in comparison to the rest of what's listed in this standard.	6/14/2018 6:36 AM
5	Maps and location of countries is not taught nor are lessons centered around this due to the lack of objectives around this topic.	6/13/2018 1:31 AM
6	The standard is fine as written, but this is implemented in districts as only relating to how geography impacts government decisions. This might be a great place to make STEM and humanities connections. This might also be a great connection to informed action.	6/12/2018 2:41 PM
7	What geography???? It would be great for students to know the world around them but I have not seen any geography taught to date and my kids are 16 and 13	6/11/2018 2:21 PM
8	This is definitely needed. So many students have no true understanding of geographic concepts.	6/7/2018 7:49 PM
9	Need to simplify and focus on the skills.	6/7/2018 1:53 PM

Social Studies Standards Review

10	I think this really needs a greater emphasis on it throughout high school, not really just middle school.	6/6/2018 5:37 PM
11	Geography should be a required course in high school. Basic geographic skills need to have continuity and development throughout all grades with an emphasis on world cultures.	6/6/2018 5:23 PM
12	Students will understand the physical and human features of the place/region in which they live and develop curiosity about the inter-relationship between physical and human features. They will also use that understanding, the themes of Geography, and information gathered from geospatial imagery and technologies to identify, assess and/or predict unique features of place and region, including historic changes in: political boundaries, economic activities, and demographics; representing their findings by applying knowledge and understanding to create geographic representations including tables, graphs and maps.	6/6/2018 1:31 PM
13	See original comment.	6/6/2018 10:55 AM
14	Allows for teacher freedom to teach the skills necessary to reach this standard	6/6/2018 7:36 AM
15	As a high school teacher of freshman - juniors, the vast majority don't have a clue about most geography and relations of nations or features. An actual geography class needs to be taught, half year minimum, that needs to be mandatory at some point between 6 - 9th grade.	6/6/2018 7:05 AM
16	This standard had more lessons that helped students understand where they are in Maryland and in Baltimore. Various activities, lessons and trips were planned to coincide with the geography.	6/5/2018 8:33 PM
17	It needs to be broken down better.	6/5/2018 4:42 PM
18	Again, even the order gives away the problem. The very first concept that students need to master is orienteering. 26 years ago I taught geography when it was last required for graduation. Eliminating that was idiotic. The subsequent dumbing down and reliance on GPS and other GIS products will only make this goal more absurd. Kids are challenged to even know which way is north and this goal strives for spatial environment perspectives? What is that? It sure isn't a geographic concept.	6/5/2018 2:57 PM

Q5 Standard 4: Economics. Students will evaluate decision-making of individuals, businesses, governments, and societies to allocate resources; consider the cost and benefits on the interaction of buyers and sellers in a global market; and 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.

Answered: 76 Skipped: 117



	EXTREMELY WELL	REASONABLY WELL	NOT WELL	POORLY	TOTAL	WEIGHTED AVERAGE
How well does Standard 4.0: Economics reflect what students should know and be able to do as a part of their PreK-12 social studies education?	10.53% 8	48.68% 37	32.89% 25	7.89% 6	76	2.38

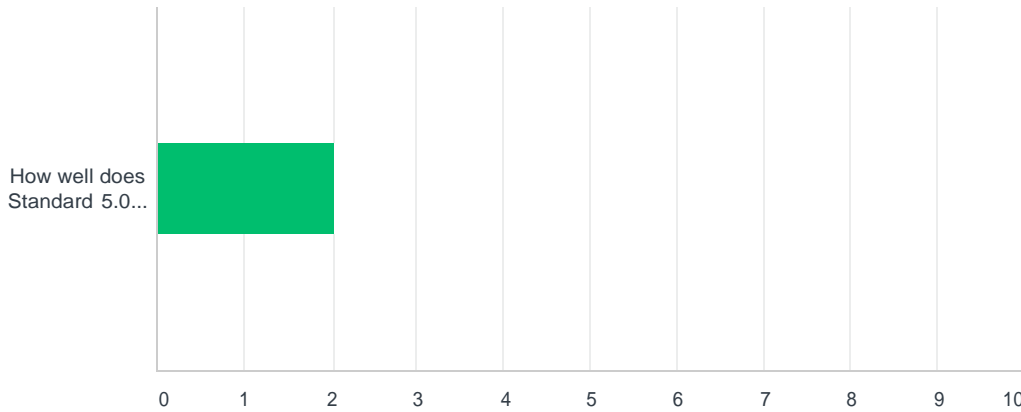
#	COMMENTS FOR "HOW WELL DOES STANDARD 4.0: ECONOMICS REFLECT WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AS A PART OF THEIR PREK-12 SOCIAL STUDIES EDUCATION?"	DATE
1	This needs to be updated to reflect changes in thoughts and practices according to the MD economic group	6/29/2018 9:29 AM
2	Our curriculum does not appropriately address this because it isn't an easy fit, students get more of this in Junior Achievement programs than in the actual classroom. Again, elementary teachers have more time to address this than middle does	6/24/2018 10:02 AM
3	Curricula presented in the counties often does not go into the depth and does not explain the interdependence between natural resources, local economies, and global economies.	6/20/2018 3:42 PM
4	Lack of objectives around this subject causes students to know understand this subject well.	6/13/2018 1:31 AM
5	Again, standard as written is fine, but normally only taught through the lens of government.	6/12/2018 2:41 PM
6	Taught on one worksheet in my daughter's sophomore year. Very disappointing	6/11/2018 2:21 PM
7	Need to simplify and focus on the skills.	6/7/2018 1:53 PM
8	Student really lack an understanding of how the world works economically in the micro/macro view and how these forces directly impact their lives and how the nation and the world functions.	6/6/2018 5:37 PM

Social Studies Standards Review

9	Students will evaluate decision-making of individuals, FAMILIES, businesses, governments, and societies in allocating resources; consider the cost and benefits OF the interaction of buyers and sellers in LOCAL AND GLOBAL MARKETS; and understand the historical development and current status of economic principles, institutions, processes AND ECONOMIC REASONING needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.	6/6/2018 1:31 PM
10	See original comment.	6/6/2018 10:55 AM
11	Economics should reflect more real world, real life situations, such has personal finance and preparing and filing taxes. Students are more interested in how to apply what they learn to their real life.	6/6/2018 8:09 AM
12	Economics are taught and pushed at lower levels with a rush to get through the content, which is already limited. Courses need to have expanded, and more truthful/accurate, portrayals of economic systems, theories, pros/cons. Also, EPI is a last ditch effort to teach some basics of life before graduation. It needs to be expanded or have a basic economics class given for the year and not just EPI. Economics is the most important subject to teach that can carry the most weight into real life yet is the worst, and least taught subject.	6/6/2018 7:05 AM
13	Lessons with JA Biz-Town helped learning economics in local communities, etc.	6/5/2018 8:33 PM
14	A very clear line needs to be drawn between economic concepts taught in middle school and high school. A lot of resources have too much overlap so it's difficult to know what I should and should not cover.	6/5/2018 4:14 PM
15	I am not sure that 6th graders experience this. I think it could provide excellent opportunities for growth.	6/5/2018 12:37 PM

Q6 Standard 5: History. Students will evaluate why and how events occurred; locate and assess a variety of sources; 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 analyze how individuals and societies have changes over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and the World.

Answered: 77 Skipped: 116



	EXTREMELY WELL	REASONABLY WELL	NOT WELL	POORLY	TOTAL	WEIGHTED AVERAGE
How well does Standard 5.0: History reflect what students should know and be able to as a result of studying history during their PreK-12 social studies education?	18.18% 14	61.04% 47	12.99% 10	7.79% 6	77	2.10

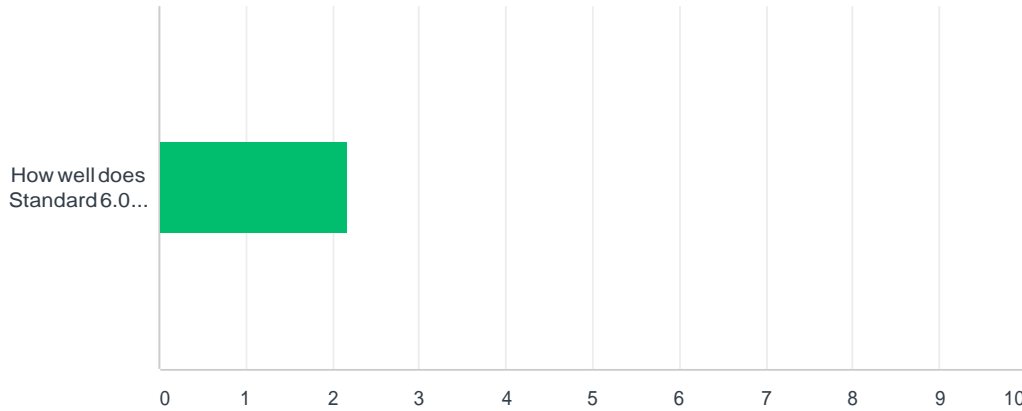
#	COMMENTS FOR "HOW WELL DOES STANDARD 5.0: HISTORY REFLECT WHAT STUDENTS SHOULD KNOW AND BE ABLE TO AS A RESULT OF STUDYING HISTORY DURING THEIR PREK-12 SOCIAL STUDIES EDUCATION?"	DATE
1	There is way to much in this	6/29/2018 9:29 AM
2	We don't need a full year of Maryland, my kids can only properly place about 4-5 states on a blankUS map at the beginning of 8 th grade	6/24/2018 10:02 AM
3	"Changes" should be "changed."	6/14/2018 6:36 AM
4	We need to update the indicators and streamline them greatly.	6/12/2018 2:41 PM
5	Need to simplify and focus on the skills.	6/7/2018 1:53 PM

Social Studies Standards Review

6	Students will locate and assess a variety of sources; engage in historical inquiry TO ACQUIRE knowledge about significant events, individuals, groups, and ideas FROM the past and MAKE connectionS to the EVENTS, INDIVIDUALS, GROUPS, AND IDEAS OF THE present; TO analyze AND EXPLAIN how individuals, societies AND IDEAS have changeD over time in Maryland, the United States, and/OR the world; AND TO EVALUATE CURRENT significant ideas, beliefs, and themes; AND EXPLAIN why and how events occurred; IN MARYLAND, THE UNITED STATES OR THE WORLD.	6/6/2018 1:31 PM
7	See original comment.	6/6/2018 10:55 AM
8	Idea is good, but again too wordy and can be simplified	6/6/2018 8:22 AM
9	Keep things on a timeline instead of theme based. Set up the curriculum as a cause/effect learning style instead of a find themes and patterns. Cause and effect should be the base for learning and themes can be derived from that.	6/6/2018 7:05 AM
10	Students need to hear the truth, warts and all, for the sake of society. Slavery, immigration policies, Native American policies have to be presented and discussed honestly.	6/6/2018 6:57 AM
11	Our curriculum focuses on the negative impact of Europe and the U.S. and their involvement throughout history. There is a lot of emphasis on the suppression of certain groups and the use of excessive power to achieve success. U.S. History curriculum has taken away almost every American icon and leaves students thinking our nation's history was one of corruption and evil greed. U.S. and World History has very little study of the of the good and great people who made choices that influenced and changed the world. I agree students should learn about the ways of people who suppress groups, but it seems almost the whole curriculum focuses on this. They should also know how to identify the characteristics of those who have good leadership. They should also learn to love our country and successes, not only the negative suppression of groups.	6/6/2018 5:56 AM
12	The book The History of US, is boring. Videos or audio books would be a better reading for information for history.	6/5/2018 8:33 PM
13	Too much content. Needs to be trimmed down to what is absolutely necessary.	6/5/2018 4:14 PM
14	Time in the classroom is very limited, and students cannot experience the full effect of the changes throughout history as outlined above.	6/5/2018 12:37 PM

Q7 Standard 6.0: Social Studies Processes. 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 interpretation by framing and evaluating questions from primary and secondary sources.

Answered: 74 Skipped: 119



	EXTREMELY WELL	REASONABLY WELL	NOT WELL	POORLY	TOTAL	WEIGHTED AVERAGE
How well does Standard 6.0: Social Studies Skills and Processes reflect what students should know and be able to do as a result of studying social studies PreK-12?	12.16%	63.51%	18.92%	5.41%	74	2.18
	9	47	14	4		

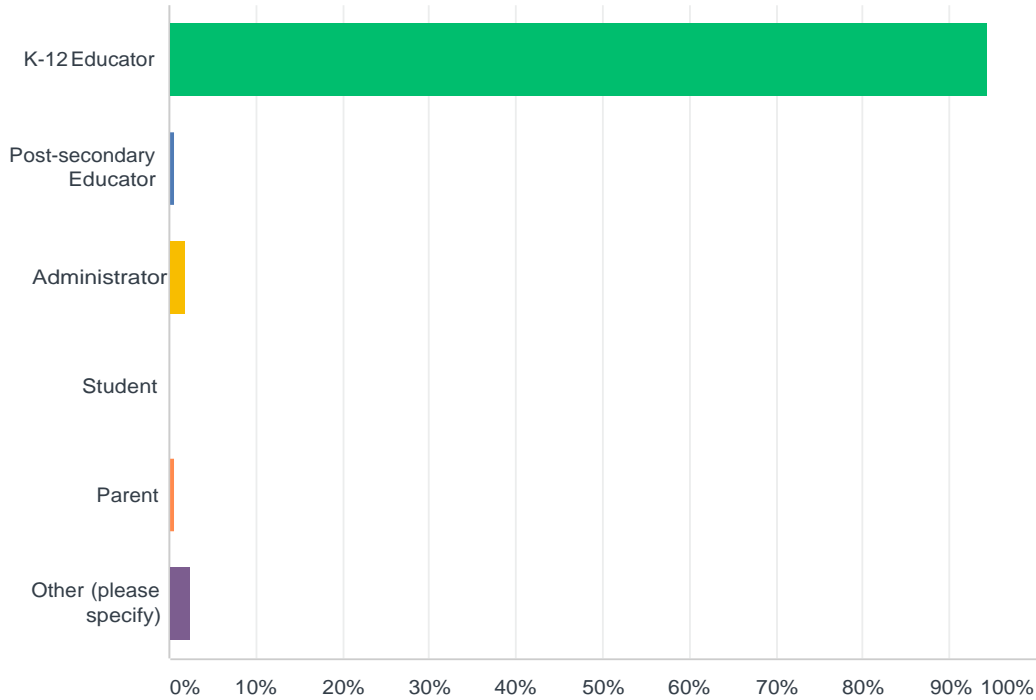
#	COMMENTS FOR "HOW WELL DOES STANDARD 6.0: SOCIAL STUDIES SKILLS AND PROCESSES REFLECT WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AS A RESULT OF STUDYING SOCIAL STUDIES PREK-12?"	DATE
1	This needs to be aligned with C3	6/29/2018 9:29 AM
2	Again, curricula needs to be vetted by the state.	6/20/2018 3:42 PM
3	I think that communication skills should be included. Reading, writing and thinking are great, but communication also includes being able to articulate the learning of this content. This is becoming especially important in the age of technology and social media that a confident student in the social sciences should also be (or seek to be) comfortable communicating orally about such learning.	6/14/2018 6:36 AM
4	The format of the including C3 Framework in the 6.0 standards are confusing. We also need to clarify that all classes should use the C3 Framework, with a focus on inquiry and disciplinary literacy.	6/12/2018 2:41 PM
5	Perhaps offer other themes here including social and cultural too.	6/11/2018 10:46 AM
6	Need to simplify and focus on the skills.	6/7/2018 1:53 PM
7	This area has been improving recently . The high school assessment in government needs to be revised to address these skills.	6/6/2018 5:23 PM
8	Students shall use reading, writing, thinking AND INQUIRY/RESEARCH processes and skills	6/6/2018 1:31 PM
9	See original comment.	6/6/2018 10:55 AM

Social Studies Standards Review

10	I feel that objectives under this could better focus on critical thinking and analytical skills instead of lower-level processes.	6/6/2018 9:07 AM
11	Gives a teacher ways to have students meet the standards and is a good summary of the above standards	6/6/2018 7:36 AM
12	push this more in elementary and middle schools so in high school, we don't have to spend so much time on how to write arguments or thoughts in general. more time is wasted in high school teaching how to do elementary and middle school skills than is necessary and takes away from the actual content.	6/6/2018 7:05 AM
13	Over emphasis on the process takes away from the ability to reach the content.	6/6/2018 6:32 AM
14	More technology and/or technology should be added in lessons and in the standard. Making videos of events should be included to help interpret the social studies processes.	6/5/2018 8:33 PM
15	This topic is better, however teachers could use more support with how to teach the skills. There is a lot of growth to be had.	6/5/2018 4:14 PM
16	This standard should be rewritten to better reflect the C3 Inquiry Arc. Additionally, as appropriate, it language from C3 should be used throughout the other standards to demonstrate the importance of using C3 to teach the concepts of social studies.	6/5/2018 12:39 PM
17	This is really dependent on the teacher to provide these experiences, and the resource are limited. The concerns about how parents react sometimes limits our abilities for free and open discussion of sources and current events.	6/5/2018 12:37 PM

Q8 Please identify your role as it relates to the standards.

Answered: 160 Skipped: 33

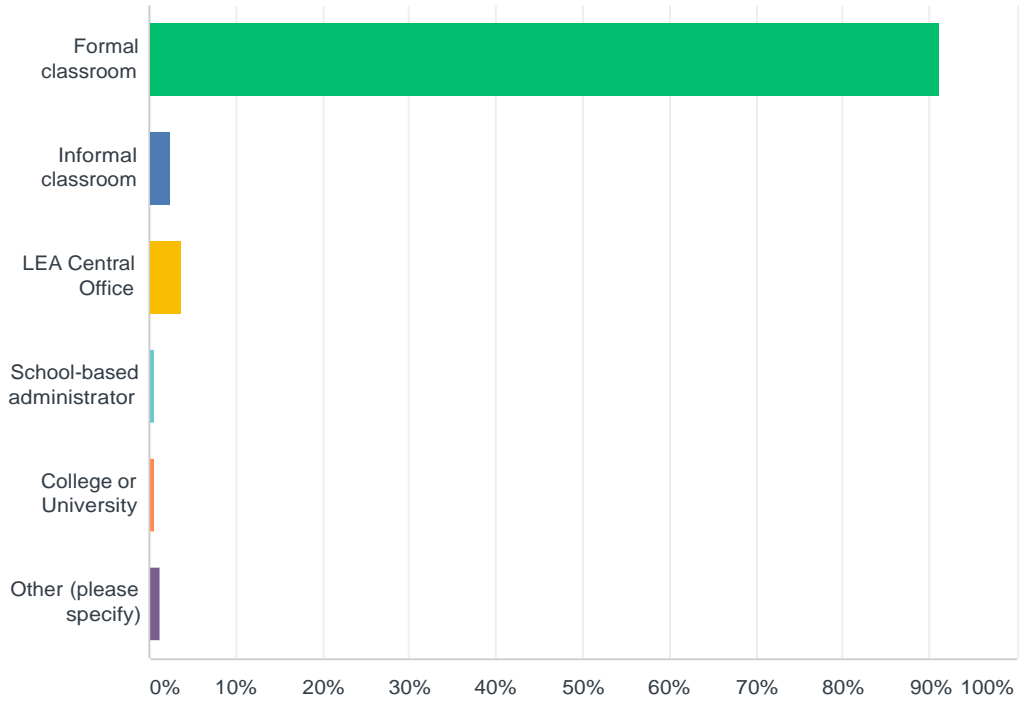


ANSWER CHOICES	RESPONSES	
K-12 Educator	94.38%	151
Post-secondary Educator	0.63%	1
Administrator	1.88%	3
Student	0.00%	0
Parent	0.63%	1
Other (please specify)	2.50%	4
TOTAL		160

#	OTHER (PLEASE SPECIFY)	DATE
1	district level administration; I'm also on the MDCSS and NCSS board of directors and have worked with the national and other state standards to a great degree	6/12/2018 2:51 PM
2	PreK teacher	6/5/2018 7:21 PM
3	Instructional Coordinator for Social Studies	6/5/2018 1:37 PM
4	Secondary educator, post-secondary educator, parent	6/5/2018 1:03 PM

Q9 What is the most accurate description of your place of employment?

Answered: 160 Skipped: 33

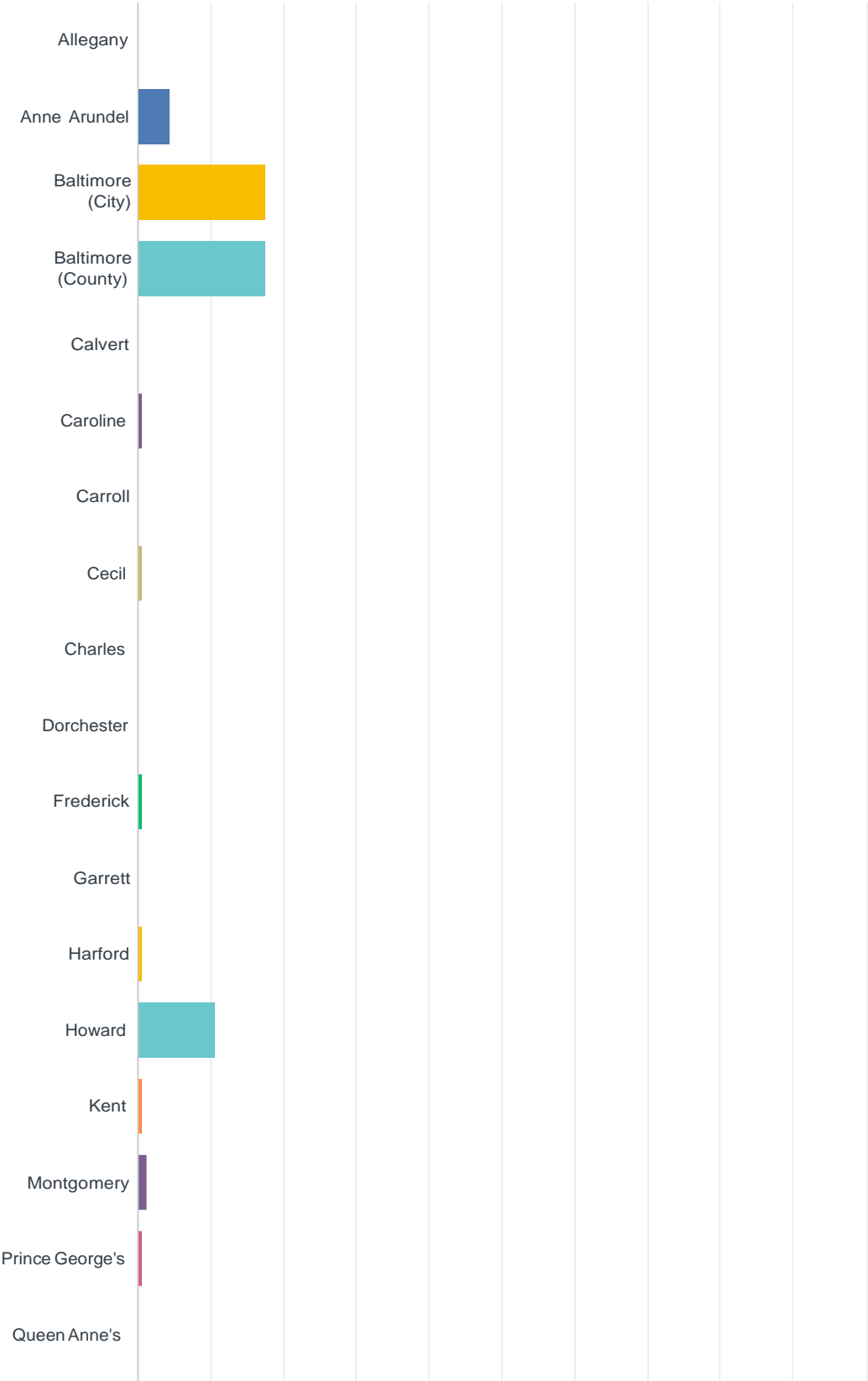


ANSWER CHOICES	RESPONSES	
Formal classroom	91.25%	146
Informal classroom	2.50%	4
LEA Central Office	3.75%	6
School-based administrator	0.63%	1
College or University	0.63%	1
Other (please specify)	1.25%	2
TOTAL		160

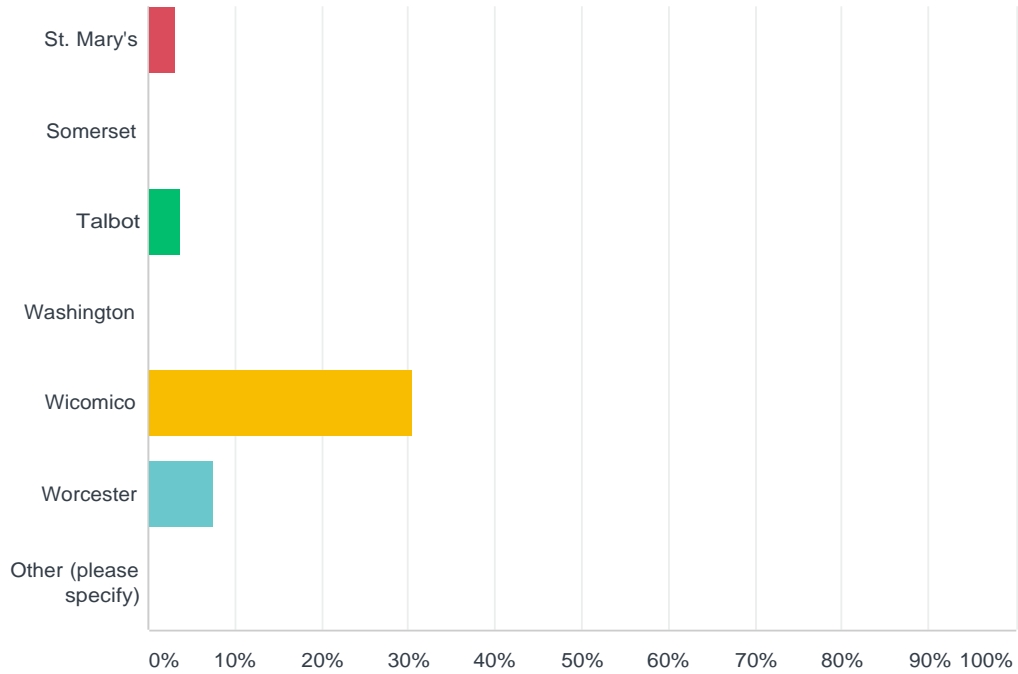
#	OTHER (PLEASE SPECIFY)	DATE
1	School and Academic Offices	6/20/2018 3:43 PM
2	Formal classroom & university	6/5/2018 1:03 PM

Q10 Where, in Maryland, is your place of employment? If not in Maryland, please indicate County and State in 'Other'.

Answered: 160 Skipped: 33



Social Studies Standards Review



ANSWER CHOICES	RESPONSES	
Allegany	0.00%	0
Anne Arundel	4.38%	7
Baltimore (City)	17.50%	28
Baltimore (County)	17.50%	28
Calvert	0.00%	0
Caroline	0.63%	1
Carroll	0.00%	0
Cecil	0.63%	1
Charles	0.00%	0
Dorchester	0.00%	0
Frederick	0.63%	1
Garrett	0.00%	0
Harford	0.63%	1
Howard	10.63%	17
Kent	0.63%	1
Montgomery	1.25%	2
Prince George's	0.63%	1
Queen Anne's	0.00%	0
St. Mary's	3.13%	5
Somerset	0.00%	0

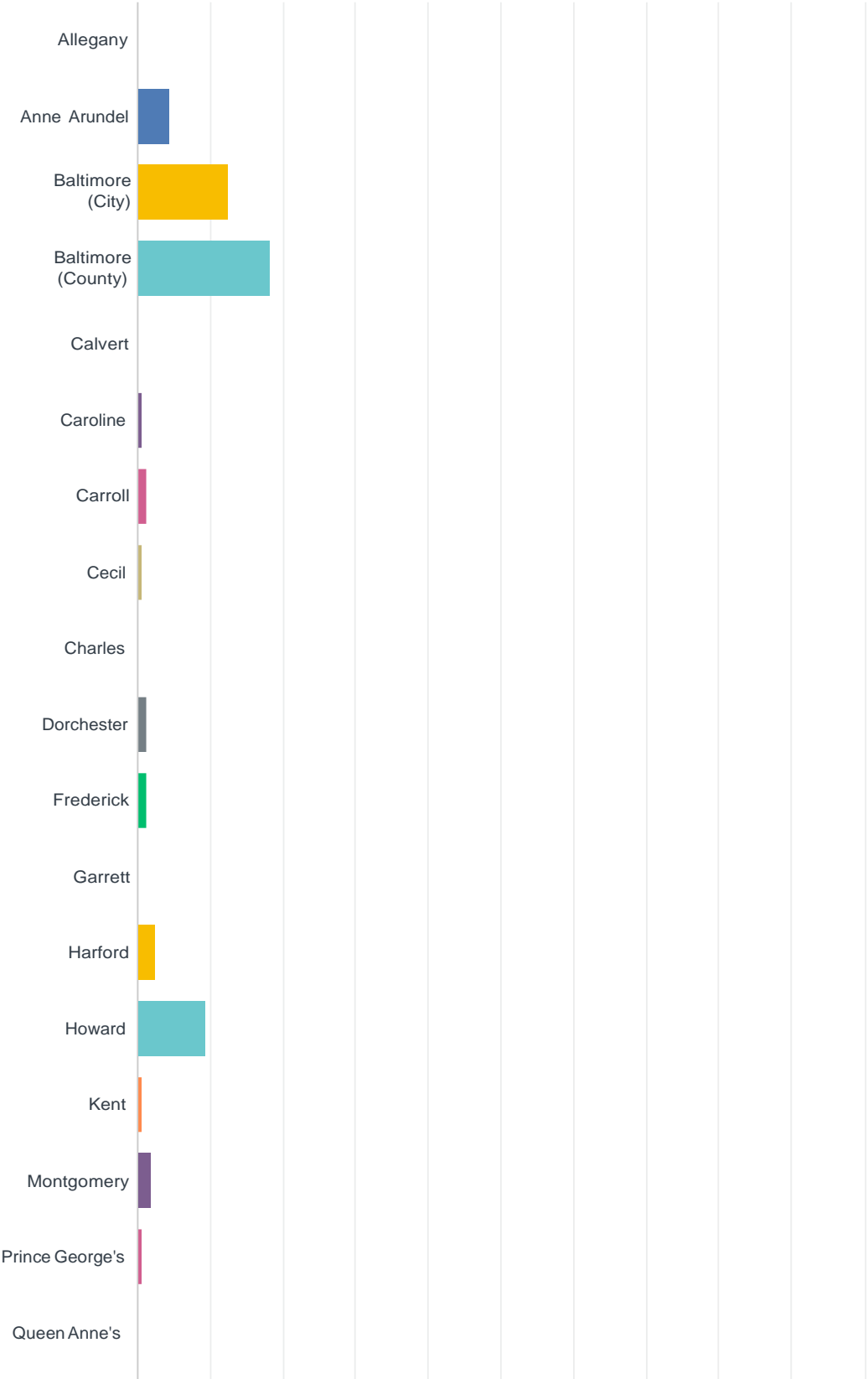
Social Studies Standards Review

Talbot	3.75%	6
Washington	0.00%	0
Wicomico	30.63%	49
Worcester	7.50%	12
Other (please specify)	0.00%	0
TOTAL		160

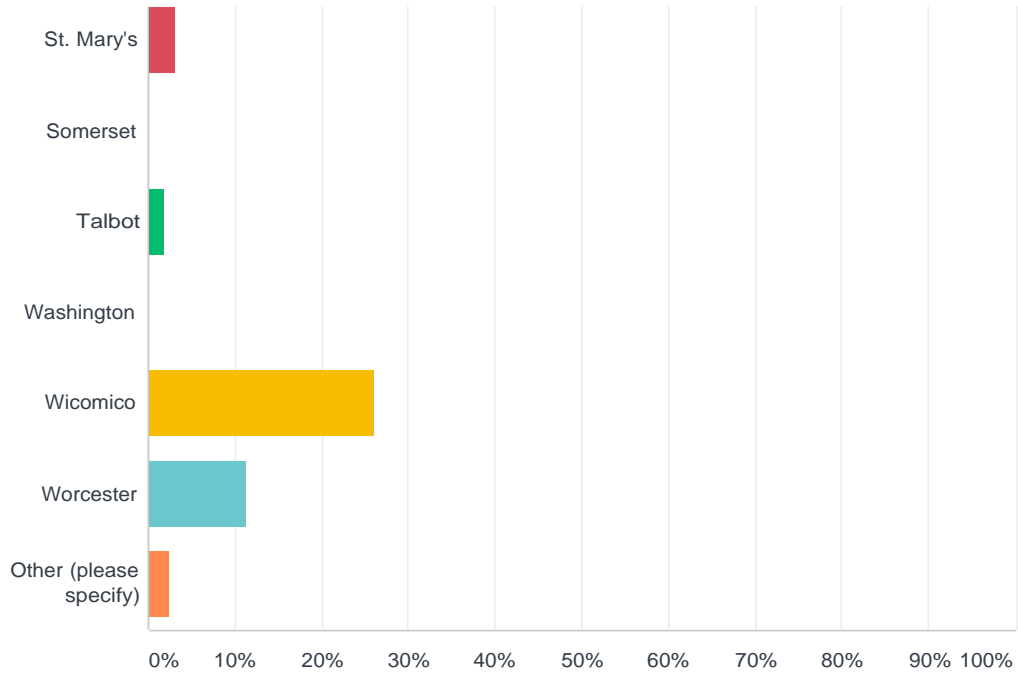
#	OTHER (PLEASE SPECIFY)	DATE
There are no responses.		

Q11 Where, in Maryland, do you live? If not in Maryland, please indicate County and State in 'Other'.

Answered: 160 Skipped: 33



Social Studies Standards Review



ANSWER CHOICES	RESPONSES	
Allegany	0.00%	0
Anne Arundel	4.38%	7
Baltimore (City)	12.50%	20
Baltimore (County)	18.13%	29
Calvert	0.00%	0
Caroline	0.63%	1
Carroll	1.25%	2
Cecil	0.63%	1
Charles	0.00%	0
Dorchester	1.25%	2
Frederick	1.25%	2
Garrett	0.00%	0
Harford	2.50%	4
Howard	9.38%	15
Kent	0.63%	1
Montgomery	1.88%	3
Prince George's	0.63%	1
Queen Anne's	0.00%	0
St. Mary's	3.13%	5
Somerset	0.00%	0

Social Studies Standards Review

Talbot	1.88%	3
Washington	0.00%	0
Wicomico	26.25%	42
Worcester	11.25%	18
Other (please specify)	2.50%	4
TOTAL		160

#	OTHER (PLEASE SPECIFY)	DATE
1	York County, PA	6/14/2018 6:42 AM
2	Pennsylvania	6/6/2018 1:26 PM
3	Sussex County DE	6/6/2018 8:19 AM
4	Delaware	6/5/2018 2:34 PM

Q12 Do you have any other thoughts, comments or suggestions to share about Maryland's Social Studies Standards.

Answered: 69 Skipped: 124

#	RESPONSES	DATE
1	My coordinator told me about decreasing the amount of stuff in curriculum which I love	6/29/2018 9:30 AM
2	Elementary curriculum needs updating BADLY to prepare students more for middle/ high school. These teachers are too focused on Math and Reading because of state testing pressures	6/24/2018 10:04 AM
3	No.	6/20/2018 3:43 PM
4	Accommodations for all types of learners: hands on materials (visual aids), technology, field trips, less paper for students (test/assessments only) auditory and kinesthetic materials, books	6/18/2018 6:24 PM
5	I think there needs to be an emphasis on elementary and middle school social studies instruction. Students often show up to high school ill-prepared with little, if any, background knowledge and then high school government teachers are held accountable for getting students to pass the HSA. Additionally, if so many primary and middle schools are sacrificing social studies (that include hybrid humanities courses) to be more intense and intentional with reading and math, I'd be curious about the data and whether they suggest that those efforts are making a significant impact on literacy (ELA and math). Anecdotally, I find that my own elementary-aged children's literacy skills are enhanced when learning content like science and social studies. All of our students, including Baltimore City, deserve a well-rounded, quality education. To not encourage (if not require) social studies instruction in the elementary levels is more than an oversight, it is an injustice.	6/14/2018 6:42 AM
6	This is a great opportunity to remake standards for the 21st century if we approach it from a hybrid C3/Content approach.	6/12/2018 2:51 PM
7	They need to apply to elementary school and additional time needs to be provided for students to gain understanding!	6/12/2018 10:25 AM
8	No	6/12/2018 6:05 AM
9	no	6/12/2018 2:08 AM
10	There are many long breaks between connecting curricula such as US in 5th grade and not again until 8th and then 11th	6/11/2018 8:30 PM
11	I have made posters that the students can relate to in the past. Maybe a contest that includes each standard would encourage students to learn each.	6/11/2018 3:50 PM
12	Social studies should incorporate skills from all other classes and include projects and written assignments. Multiple choice questions do not help any student learn.	6/11/2018 2:23 PM
13	We need materials and a schedule of what/when to teach the standards. Everything is on the classroom teacher to find what to teach.	6/11/2018 9:54 AM
14	Have specific resources that go with standards and district curriculums. What I have found is that different schools within the same district have different resources. It would be helpful if all resources were established and the same, so when a teacher moves from one school to another, they don't have to learn all new resources.	6/11/2018 9:49 AM
15	Keep the government civics and environmental standards for second grade. Keep the land forms standards	6/11/2018 8:59 AM
16	The standards are clear and easy to understand. Can you create a prescribed list or curriculum guide that shares best practices for student engagement, learning through inquiry, and hands on activities.	6/9/2018 8:44 AM
17	Standards are fine, just frustrated with no curriculum	6/8/2018 2:58 PM
18	Standards K-2 should be in simpler terms so students can comprehend the standards being taught.	6/7/2018 4:50 PM

Social Studies Standards Review

19	n/a	6/7/2018 8:05 AM
20	No	6/7/2018 6:26 AM
21	Social studies standards should be aligned throughout the state. There are counties that teach the standards in half the year, while other counties teach the standards for an entire school year. Standards should be reviewed to meet the needs of the entire state. What works for the western part of Maryland is not compatible to the Eastern shore.	6/6/2018 5:30 PM
22	Personal finance is an area that needs more focus.	6/6/2018 5:24 PM
23	No	6/6/2018 4:41 PM
24	While adjustments of the current standards may be useful, no significant overhaul is necessary. Most changes would be using slightly different words would not materially alter what is taught and would simply cost money to accommodate.	6/6/2018 4:23 PM
25	There is currently nothing in place to measure the efficacy of what is being done in relation to those standards - no point in having standards if we're not going to measure how well we're meeting them.	6/6/2018 1:36 PM
26	no	6/6/2018 1:25 PM
27	Remember that facts, events, and people are the building blocks of history. Obviously we want our students to understand bigger themes, but if they don't have the actual nuts and bolts they can hardly be expected to build anything	6/6/2018 12:06 PM
28	In many schools, Social Studies is being emphasized less. While I might be biased as a Social Studies teacher, this terrifies me. If we don't teach students to understand the past, how can we expect to grow in the future and not make the same mistakes? Social Studies also needs to be more included in elementary and middle school curricula. I am a secondary teacher, but I also teach a college course for pre-service elementary teachers. Many of my college students and elementary colleagues do not know much about Social Studies. It needs to be something that is revised K-12 and TAUGHT to K-12 at the local levels. I fully support revisions. However, revisions without professional development on the implementation is worthless. Counties MUST provide professional development to every school level. Additionally, there needs to be follow up, as revision is a process. New standards won't be perfect, and need to be reviewed after initial implementation.	6/6/2018 11:00 AM
29	The work that has been done with the standards provided the necessary support for our work in the LEA.	6/6/2018 10:58 AM
30	No	6/6/2018 10:36 AM
31	Will each of these 6 standards be broken down into smaller components so that we may attach specific standards to assessments to make sure that our students are mastering the standards as a whole?	6/6/2018 9:20 AM
32	No	6/6/2018 9:02 AM
33	n/a	6/6/2018 8:59 AM
34	No	6/6/2018 8:58 AM
35	NOne	6/6/2018 8:19 AM
36	need to focus on standards at the begin-Pre K.	6/6/2018 8:18 AM
37	Work on clear, easy to follow alignment with the C3 standards.	6/6/2018 8:04 AM
38	It would great if common core would come up with social studies standards as well. It would be beneficial to new educators. If your team could work with the state to get this done , that would be helpful.	6/6/2018 7:38 AM
39	We need a more formal Social Studies curriculum to effectively teach social studies in our classrooms.	6/6/2018 7:21 AM
40	Thank you for considering revising the standards, and reflecting on the needs of our students to be prepared for citizenship. If anything is revised or more emphasized I would endorse Financial Literacy.	6/6/2018 7:17 AM
41	Can you please update the government curriculum and add more practice tests? I took the HSA in 2009 as a ninth grader - why am I still showing my students this test to prepare for the exam?	6/6/2018 7:11 AM

Social Studies Standards Review

42	baltimore county goes to school less (time/day) than any other district, high school wise, and the curriculums are slacking which is why county is not producing great results. It hides behind graduation rates as proof of its excellence, but in reality, the standard for passing and graduation have been lowered so numbers can be inflated.	6/6/2018 7:07 AM
43	The truth needs to be honestly presented, no matter how painful.	6/6/2018 6:59 AM
44	leah is doing a great job	6/6/2018 6:52 AM
45	There needs to be a formal social studies curriculum that is universally used--there are guidelines that we follow--yes. But we need more structure when it comes to teaching the guidelines.	6/6/2018 6:47 AM
46	I think that teachers should be given new textbooks and supplemental texts to support what the standards are trying to teach. Right now, we are piecing things together to try to teach the standard, but it would be nice to have texts and worksheets already provided.	6/6/2018 6:35 AM
47	Not at this time.	6/6/2018 6:28 AM
48	The county does not supply anything for teachers to use to teach social studies. There is no support or social studies.	6/6/2018 5:52 AM
49	Most of the resources that are currently being used in the classroom have been accumulated by the teachers. A textbook would be nice for students to learn about the curriculum as a means of focus and understanding.	6/5/2018 9:02 PM
50	N/A	6/5/2018 8:50 PM
51	More technology	6/5/2018 8:37 PM
52	No	6/5/2018 7:52 PM
53	As a White teacher of urban African-American students, Sometimes I feel like I am in a uniquely challenging position of teaching "my" history (i.e. Anglo European focused)	6/5/2018 4:16 PM
54	no	6/5/2018 4:15 PM
55	The curricula needs to be more aligned with the standards--offering model lessons or suggestions for the know/do portions. ALSO...there needs to be an obvious relevance to current events and community citizenship to enhance student buy-in.	6/5/2018 4:07 PM
56	Don't change for the sake of change.	6/5/2018 2:58 PM
57	no	6/5/2018 2:52 PM
58	No	6/5/2018 2:34 PM
59	No	6/5/2018 1:50 PM
60	n/a	6/5/2018 1:26 PM
61	I would love more of a scope/sequence timeline format for the Social Studies curriculum--especially for 3rd grade	6/5/2018 1:24 PM
62	If they're being revised, there should be an effort to make standards point to more specific content.	6/5/2018 1:14 PM
63	no	6/5/2018 1:03 PM
64	Align main themes of courses in a more mutually supportive way to consolidate student retention. (US Government, World History, US History and EPI should share primary course themes--- development of markets, globalization and resistance, creation of political culture based on individual choice vs. statism, expansion of democracy and civil rights etc.)	6/5/2018 12:55 PM
65	no	6/5/2018 12:52 PM
66	At some point we need to get serious about personalizing learning. And, understanding the expectations we have for one student cannot be the same for every student. We are not helping students succeed in our current system	6/5/2018 12:51 PM
67	Government should be taught in 10th or 11th grade especially if the format of the test is changing.	6/5/2018 12:45 PM
68	no	6/5/2018 12:45 PM
69	no	6/5/2018 12:29 PM

Content Standard Review

Maryland's State Social Studies Standards

Phase 1: Stakeholder Review and Recommendations



DRAFT

Background

In the state of Maryland, standards are defined as statements that define what students should know and be able to do in a core content area. Standards are adopted by the State Board of Education in COMAR and reviewed at least every eight years in accordance with the Regulatory Review and Evaluation Act, State Government Article §§ 10-130-10-139 Annotated Code of Maryland.

In Phase 1 of the review process, the Maryland State Department of Education (MSDE) creates and disseminates a stakeholder survey collecting feedback on the standards. After that information is gathered, a review panel is assembled to make the initial recommendation for edits to the existing standards document.

The draft standards then move to Phase 2 in which the recommendation is presented to the State Board of Education for its review. The review panel in Phase 1 should consist of PreK-12 educators, curriculum coordinators/specialists, and other stakeholders key to the social studies content area.

In December, 2017 at the State Board of Education meeting, a request was made to review the state standards in social studies. Dr. Karen Salmon supported the request. As a result, the standards review protocol was initiated.

A public survey was created and disseminated on June 1, 2018. The survey was open to the public for one month and closed on July 1, 2018. On December 19, 2018 a review panel convened in order to make the initial recommendations. The panel consisted of 26 teachers, curriculum coordinators/specialists, and stakeholders from social studies related organizations.

The review panel's objective was to use their expertise, and data from the public survey, to determine if edits to the standards were needed. This recommendation will then be forwarded to the State Board of Education.

Participants

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
Mary		Maryland Council on Economic
Ann	Hewitt	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

Review Panel Overview

The review panel started with an introduction to state protocol for developing and revising state standards. A timeline of activities occurring since the adoption of the new social studies standards in 2015 was provided. Participants were introduced to the new state frameworks that were revised in accordance with the state adoption of the 2015 standards, and reminded of their implementation in classrooms as of the fall of 2018. Two of those new frameworks (High School American Government and Middle School United States History) support courses that are a part of the Maryland Comprehensive Assessment Program. Finally, the introduction concluded with an explanation of the public survey's tools and organization.

Having reviewed the data from the public survey prior to the meeting, participants were then polled to gauge initial reactions to the call for revising the standards. The majority of participants agreed that the standards needed little to no revision, with a few exceptions in Standard 2.0 Peoples and Nations of the World and Standard 6.0 Skills and Processes. Details of this initial poll are found in a subsequent section of this report.

Participants were then broken into small group discussions, focusing on the standard that most closely aligned with their unique expertise and experience (see Table 2). These groups were charged with determining the level of editorial need for their standard. To guide their discussions, they were provided with four prompts:

1. Is this standard distinct from the others? How?
2. Does it merit inclusion in the state standards? Why?
3. Does the standard identify what we want students to know and do? Support your response.
4. Make a recommendation: actions/inactions

After discussing and drafting their small group recommendations, the whole group reconvened and shared their findings. A robust discussion ensued with other groups asking clarifying questions and offering their opinions on the provided recommendations.

The greatest area of disagreement was over Standard 2.0 Peoples and Nations of the World. Participants in the small group expressed concern that this was not a distinct standard, and the content and skills embedded in this standard are reflected in each of the other standards. As a result they recommended it be eliminated. In whole group discussion, concerns were raised over its removal. While most agreed that the content was integrated throughout the other standards, having it as a separate standard served as a reminder for districts and teachers of its importance. Additionally, a concern was raised over the disruption its removal might cause to newly developed local curricula and state frameworks. While this last argument was not expressed as a singular justification, it was suggested that it be considered along with other factors.

The panel concluded with individuals voting a second time on the level of necessity for the standards to be revised. These results indicate a shift in thinking from more people thinking no revision was needed to minor changes being warranted.

Details of those initial and final votes are below.

Standard 1.0 Civics	Initial	Final
Keep – No Changes	7	0
Keep – Minor Changes	16	24
Keep – Major Changes	0	0
Eliminate	0	0

Standard 2.0 Peoples and Nations of the World	Initial	Final
Keep – No Changes	6	1
Keep – Minor Changes	16	14
Keep – Major Changes	0	10
Eliminate	1	0

Standard 3.0 Geography	Initial	Final
Keep – No Changes	19	1
Keep – Minor Changes	4	22
Keep – Major Changes	0	0
Eliminate	0	0

Standard 4.0 Economics	Initial	Final
Keep – No Changes	8	0
Keep – Minor Changes	15	25
Keep – Major Changes	0	0
Eliminate	0	0

Standard 5.0 History	Initial	Final
Keep – No Changes	10	0

Keep – Minor Changes	11	24
Keep – Major Changes	1	0
Eliminate	0	0

Standard 6.0 Skills and Processes	Initial	Final
Keep – No Changes	9	0
Keep – Minor Changes	12	24
Keep – Major Changes	1	0
Eliminate	1	0

Recommendations

The review panel recommends that the State Board of Education request minor revisions to the six social studies standards. These changes should be reflective of updated academic language in the social studies, and be more descriptive of the content embedded in the standards.

While the central objective for the Phase 1 review panel was to make the recommendation for or against edits to the standards, some of the small groups offered their thoughts on possible revisions. Should the State Board of Education agree that edits are needed, it is requested that these recommendations be taken into consideration by MSDE and content advisors in Phase 2: Revise.

Standard 1.0 Civics:

Re-write as: “Students will apply the historical development and current status of the fundamental concepts and processes of authority, power, and influence with particular emphasis on democratic skills and attitudes in order to become informed, responsible citizens, engage in the political process, and contribute to society.”

Standard 3.0 Geography

Re-write as: “Students will employ geographic concepts, representations, perspectives, and processes to examine the role of culture, technology, and the environment in location and distribution of human activities and spatial connections throughout time in order to demonstrate an appreciation of their own place in the world and foster curiosity about humankind and the physical world.”

Standard 5.0 History

Re-write as: “Students will engage in inquiry to investigate historically significant ideas, beliefs, and themes; organize patterns and events, analyze how individuals and societies have changed over time to connect to the present in their communities, Maryland, the United States, and the world.”

Standard 6.0 Skills and Processes

Re-write as: “Students shall use reading, writing, and other forms of communication, as well as disciplinary literacy processes and skills to foster inquiry by critically evaluating content through a variety of source materials across disciplines of social sciences, behavioral sciences, and history.”

Table 1

First	Last	School/Association	Small Group Assignment
Andrew	Buffenmyer	North Carolina High School	1.0 Civics
Kate	Johnson	Harford County	1.0 Civics
Shelley	Brown	Maryland Youth and the Law	1.0 Civics
Alison	Jovanovic	University of Maryland	1.0 Civics
Monica	Whippo	Baltimore City	1.0 Civics
Lacy	Phelps	Kent Island High School	2.0 People and Nations of the World
Dani	Biancolli	Baltimore County	2.0 People and Nations of the World
Sandra	Rose	Prince George's County	2.0 People and Nations of the World
George	Brown	Allegany County	2.0 People and Nations of the World
Marie	Heath	Towson University	2.0 People and Nations of the World
Monique	Ward	Dorchester County	3.0 Geography
Todd	Kenreich	Towson University	3.0 Geography
Cole	Reilly	Towson University	3.0 Geography
Jack	Tuttle	Charles County	3.0 Geography
Anastasia	Cronin	National Geographic	3.0 Geography
Patrice	Frasier	Baltimore Polytechnic Institute	4.0 Economics
Rebecca	Bland	Salem Avenue Elementary	4.0 Economics
Mary Ann	Hewitt	Maryland Council on Economic Education	4.0 Economics
Sarah	Gunn	Federal Reserve Bank of Richmond	4.0 Economics
Nicholas	Haltom	Federal Reserve Bank of Richmond	4.0 Economics
Patricia	Burnett	Harpers Choice Middle	5.0 History
Cecelia	Lewis	Calvert County	5.0 History
James	Hines	Frederick County Public Schools	5.0 History
David	Armenti	Maryland Historical Society	5.0 History
Steven	Findeison	McDaniel College	5.0 History
Colleen	Bernard	Frederick County Public Schools	6.0 Skills and Processes
Mark	Stout	Howard County	6.0 Skills and Processes
Jill	Holland	Somerset County	6.0 Skills and Processes
Kate	Long	Washington County Public Schools	6.0 Skills and Processes
Ramona	Smith	Buckingham Elementary	6.0 Skills and Processes
Phoebe	Stein	Maryland Humanities	6.0 Skills and Processes



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

DRAFT of Revised Social Studies Standards

Standard 1.0 Civics:

Students will apply the historical development and current status of the fundamental concepts and processes of authority, power, and influence with particular emphasis on democratic skills and attitudes in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Standard 2.0 Peoples of the Nation and the World

Students will 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.

Standard 3.0 Geography

Students will employ geographic concepts, representations, perspectives, and processes to examine the role of culture, technology, and the environment in location and distribution of human activities and spatial connections throughout time in order to demonstrate an appreciation of their own place in the world and foster curiosity about humankind and the physical world.

Standard 4.0 Economics

Students will evaluate decision making of individuals, businesses, governments, and societies to allocate resources; consider costs benefits and the interaction of buyers and sellers in a global market; and 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.

Standard 5.0 History

Students will engage in inquiry to investigate historically significant ideas, beliefs, and themes; organize patterns and events, analyze how individuals and societies have changed over time to connect to the present in their communities, Maryland, the United States, and the world.

Standard 6.0 Skills and Processes

Students will use reading, writing, and other forms of communication, as well as disciplinary literacy processes and skills to foster inquiry by critically evaluating content through a variety of source materials across disciplines of social sciences, behavioral sciences, and history.