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**TO:** Members of the State Board of Education

**FROM:** Carey M. Wright, Ed.D., Interim State Superintendent of Schools

**DATE:** January 10, 2024

**SUBJECT:** 6<sup>th</sup> & 7<sup>th</sup> Grade Social Studies Revised Frameworks

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### **Purpose**

The Social Studies branch of the Office of Teaching and Learning (OTL) presents for review and adoption the revised 6<sup>th</sup> and 7<sup>th</sup> grade Social Studies Frameworks.

### **Background/Historical Perspective**

The Maryland State Department of Education (MSDE) is committed to providing best in class curricular guidance and materials through a collaborative and transparent process that emphasizes students and teachers. To that end, the revision process for the 6<sup>th</sup> and 7<sup>th</sup> grade social studies curricular frameworks included collaboration and engagement from a diverse set of stakeholders, including: Local Education Agency (LEA) content supervisors, academic partners, and classroom teachers.

In 2015, the Maryland State Board of Education (MSBE) adopted new social studies standards which aligned with the College, Career, and Civic Life (C3) Framework. In September 2019 the 6<sup>th</sup> and 7<sup>th</sup> grade social studies framework revision process began. In 2020 MSBE completed a review of the Maryland State Social Studies Standards (MSSS) and approved the revised standards. In March of 2022, the collaborative, statewide workgroup tasked with drafting the 6<sup>th</sup> and 7<sup>th</sup> grade frameworks, completed their draft. In September 2022 through February 2023, the 6<sup>th</sup> and 7<sup>th</sup> grade frameworks draft underwent academic review with final edits completed in fall 2023.

### **Executive Summary**

This presentation will provide information on the following:

1. Goals of the Revision Process
2. The Revision Process, Engagement, & Professional Learning
3. Updates & Changes to the Frameworks

### **Action**

No action is required; this information is for discussion only.

### **Attachments**

6\_7\_SS\_Frameworks\_MSBE.pdf

OFFICE OF TEACHING & LEARNING

# 6<sup>th</sup> & 7<sup>th</sup> Grade Social Studies Frameworks

January 10, 2024

Presented By | Peter Ramsey, Director of Social Studies



# Presentation Outline

1. Introduction
2. Decision Point & Goals
3. Overview/History
4. Process
5. What's New?
6. What's Next?
7. Appendix

# Decision Point

The Maryland State Department of Education's (MSDE) Social Studies Branch of the Office of Teaching and Learning is requesting the adoption of, and permission to publish, the updated 6<sup>th</sup> and 7<sup>th</sup> grade social studies frameworks by the Maryland state Board of Education (MSBE).

## Key Elements of this Decision

- Our current 6<sup>th</sup> & 7<sup>th</sup> grade frameworks are out of alignment with our standards.
- MSDE has engaged with teachers, community organizations, academics, and Local Education Agency (LEA) supervisors in the development of these new frameworks.
- Geographic thinking skills are critical to students' academic success and their College and Career Readiness.

## Goals for the Revision of the 6<sup>th</sup> & 7<sup>th</sup> Grade Social Studies Standards



To bring the frameworks into alignment with the Maryland State Social Studies Standards (MSSSS) and their emphasis on inquiry.



To provide consistency to Local Education Agency's (LEA) regarding what learners should know and be able to do in 6<sup>th</sup> & 7<sup>th</sup> grade social studies.



To innovate traditional methods of social studies instruction that primarily focus on lecture, recitation, and chronology.



To equip our learners with the geographical thinking skills that will support them to be successful in 8<sup>th</sup> grade US History and secondary social studies classes.

## Why Geography?



The 6<sup>th</sup> and 7<sup>th</sup> grade social studies framework supports the development of *essential geographical thinking skills* that are *critical* to a student's success in 8<sup>th</sup> grade US History as well as high school social studies courses.



These geographical thinking skills embedded within the new 6<sup>th</sup> & 7<sup>th</sup> Grade Social Studies Frameworks provide a key platform for *building critical background knowledge* that supports language comprehension, overall literacy growth, and skilled reading.

# The Framework Revision Process



15 of the 24 LEAs were represented in the workgroup



Step 1: LEA supervisor input and recruitment

Starting in 2019, MSDE surveyed all 24 LEA's, completed a national review of curriculum, set revision priorities (geography) and convened a diverse workgroup to revise the 6<sup>th</sup>/7<sup>th</sup> grade social studies frameworks.



Step 2: Framework revision workgroup

From 2021-2022, the revision workgroup met and revised the frameworks.



Step 3: MSDE & supervisor review

MSDE and LEA supervisors applied edits to the revised frameworks.



Step 4: Academic review

MSDE shared the revised frameworks for academic review with Dr. Richard Russo/Frostburg St. & Dr. Todd Kenreich/Towson Univ.).



Step 5: Release & professional learning

By summer of 2024 social studies supervisors will be able to interpret and implement high quality professional learning aligned with the new frameworks.

# Body of Engagement: Academic Outreach & Collaboration

- MSDE engaged with vital stakeholder groups such as the Baltimore Jewish Council and the Asian American Pacific Islander Workgroup
- MSDE engaged our academic partners within the University of Maryland system for review (Dr. Richard Russo/Frostburg St. & Dr. Todd Kenreich/Towson Univ.)

Dr. Todd Kenreich	Dr. Richard Russo
<p><i>...this framework offers powerful questions that guide inquiry-based learning of the past and present. The framework is a major step toward putting the 21<sup>st</sup> century into 21<sup>st</sup> century learning.</i></p>	<p><i>The draft framework outlines an ambitious and challenging set of indicators and objectives across a two-year curriculum. I can see the influence of the National Geography Standards and the AP Human Geography course framework in the determination of unit questions and of the proposed essential questions and indicator &amp; objectives related to content topics.</i></p>



## Body of Engagement: Teacher Feedback

MSDE requested feedback from teachers on the revised 6<sup>th</sup> & 7<sup>th</sup> Grade Social Studies Frameworks.



89% of respondents indicated that the revised curriculum frameworks promoted inquiry.



88% of respondents indicated that the revised curriculum frameworks provide students with an opportunity to make connections to the world and current events.



75% of respondents indicated that the revised curriculum frameworks set the stage for grade 8 and Modern World History.



73% of respondents indicated that the revised frameworks prioritize depth over breadth.



83% of respondents indicated that the revised frameworks prioritize geographical thinking skills.

# Revisions to the Formatting of the State Frameworks

Previous	Revised
Outline format consisting of lists of indicators and objectives	Inquiry based format including enduring understandings, unit questions, and essential questions
Indicators and objectives are listed by state standard, core learning goals, indicators, and objectives	Indicators and objectives are organized by units with enduring understandings and standards are interwoven throughout
Standard 6.0 is listed separately at the end of the document and linked to the Maryland College and Career Ready Standards	Standard 6.0 is highlighted in the front matter and the Inquiry Arc is identified as the primary means for acquiring the content in the framework
No Introduction	Introduction provides an overview of the development of social studies state frameworks in Maryland
No Course Overview	Course Overview provides an explanation for the intended purpose, goals, and structure of the two-year learning experience

# Chronology Vs. Geographic Understandings

Rather than *chronology*, the Grade 6 and 7 Social Studies Framework is organized around a series of big questions related to enduring *geographic* understandings that promote student investigation of the past and present.

The enduring geographic understandings that structure the two-year course are:

Movement	Human Systems	Human Interactions with the Environment	Place and Region
People, goods, and ideas move across the planet through migration, trade, transportation and communication networks.	Humans develop spatial interactions, land use and settlement patterns in the creation of economic, social, political, and cultural systems that connect and divide people across multiple scales.	Human and environmental systems are interdependent. Humans modify the Earth at various scales to meet wants and needs, and also adapt to long- and short-term changes in environmental systems.	The physical and human attributes that make a specific location, or place, unique. The shared attributes that link places into coherent and distinct areas, or regions.

# 6th & 7th Grade Revised Frameworks Unit Snapshots

Unit	Enduring Understanding	Overarching Essential Question	
Unit 1: Geographic Thinking	Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in.	How would a geographer interpret Earth and the land now called the United States?	6 <sup>th</sup> Grade
Unit 2: Human Interaction with the Environment	Humans adapt to, modify, protect, and exploit the environment.	Why do humans adapt to, modify, protect, and exploit their environments?	
Unit 5: Movement of Humans	Human movement facilitates the exchange of religious, cultural, and material goods which can create conflict and transformation.	How does human movement create change?	7 <sup>th</sup> Grade
Unit 8: Regional Case Study of Geographic Thinking	Geography can explain political, economic, and social patterns of settlement and interaction.	How do geographic understandings explain the history of the Americas?	

# Background Knowledge & The Revised Frameworks



**Frameworks that focus on building knowledge:** The revised frameworks focus on building a learner's *background knowledge* by ensuring that they understand the global context for the events they will study in Middle School United States History as well as establish a foundation for launching their high school experience in Modern World History.

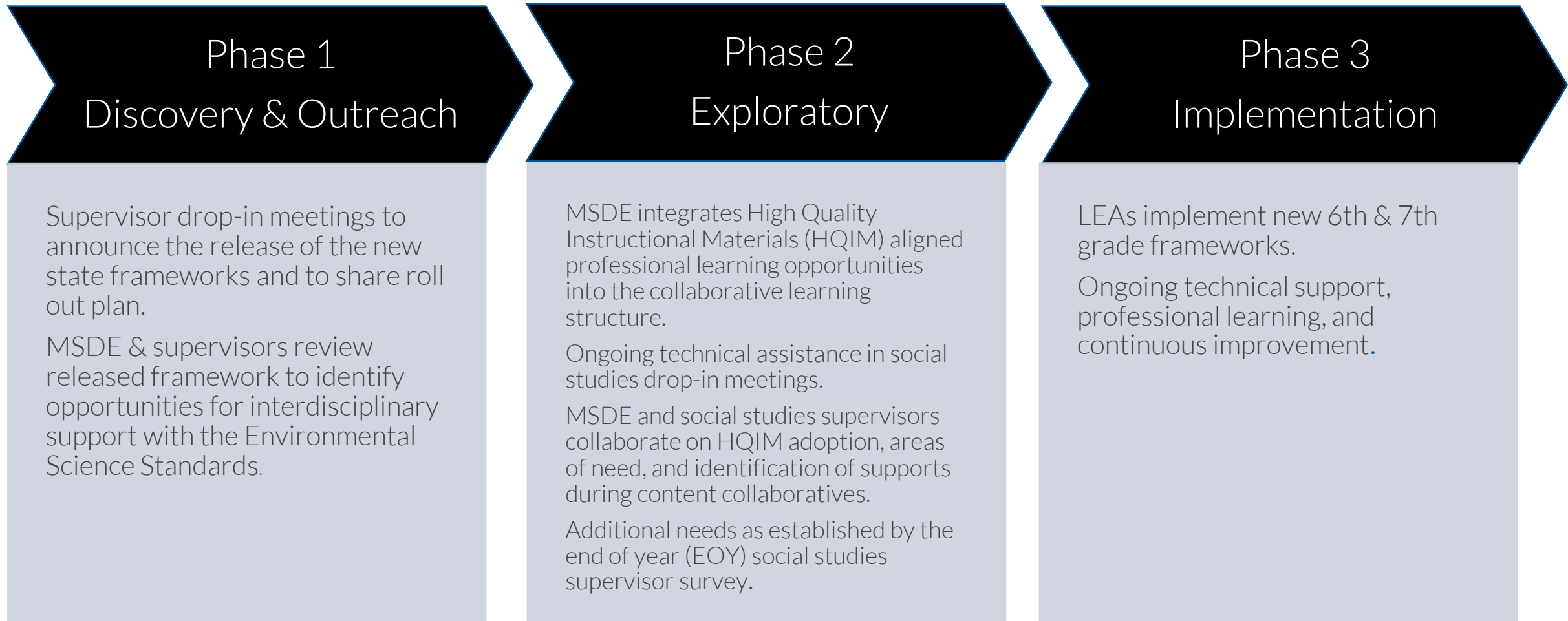


**Setting the bar:** These frameworks task learners with exploring how *location* affects the events, ideas, and individuals being investigated. Thus, this framework sets the bar for best-in-class social studies programming by synthesizing both skill and knowledge development.



**Skills alignment:** Significant opportunities exist within the framework to integrate *claim construction, evidence evaluation, and argumentative writing* so that grades 6 and 7 are an effective scaffold to support student success on the middle school social studies assessment administered at the end of grade 8.

# Professional Learning Outline





# Appendix

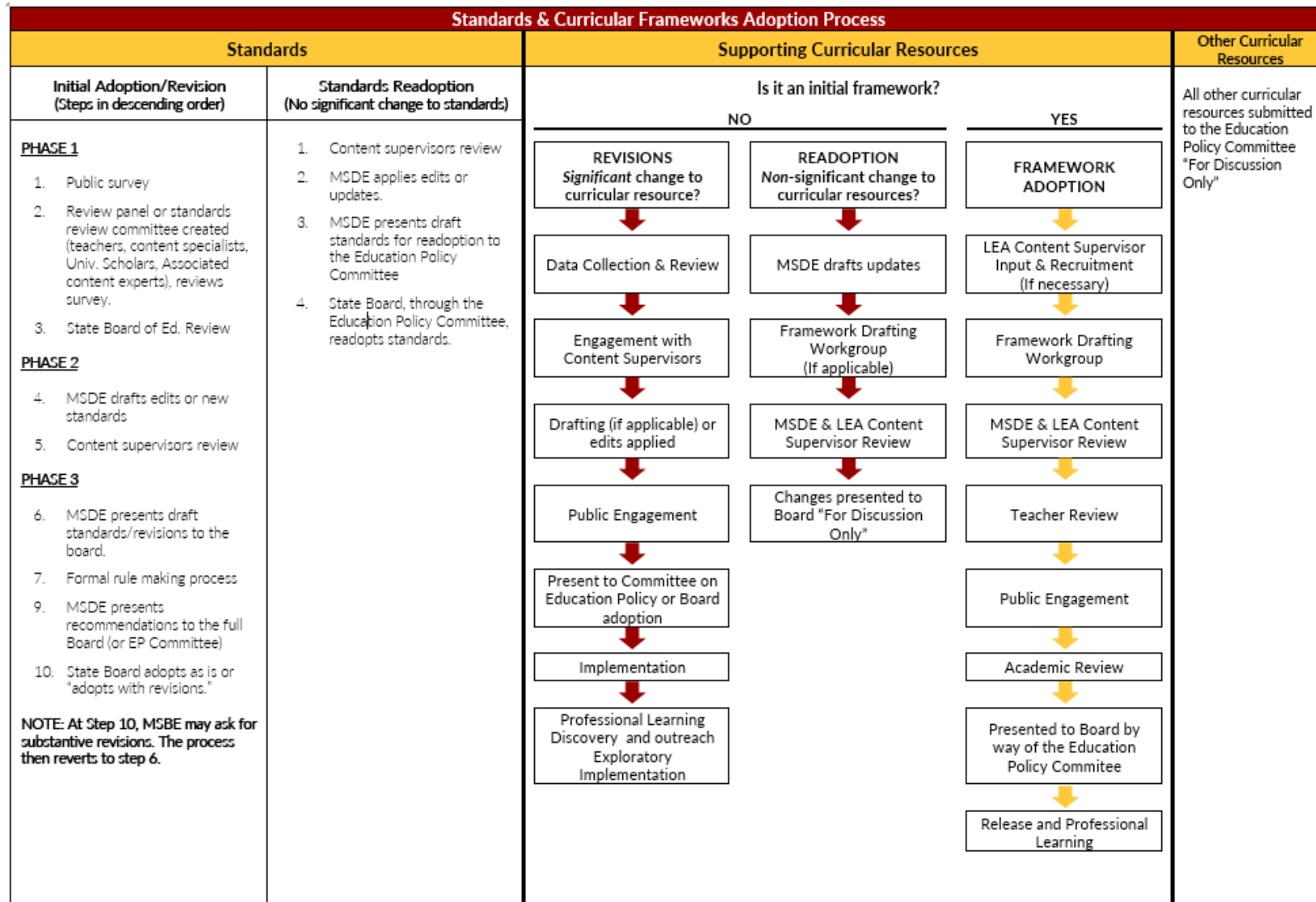
1. Introduction
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# Key Terms & Definitions of the Standards Adoption Process

Key Terms	Definitions
<b>Curricular Frameworks</b>	Curriculum frameworks are developed by the Maryland State Department of Education (MSDE) to support local education agencies in providing high-quality instructional programs. The curricular frameworks provide guidance for implementing the State Standards which are reviewed and adopted by the Maryland State Board of Education (MSBE).  They do not provide a compulsory curriculum.
<b>Supporting Curriculum Resources</b>	Defined as: course syllabi, sample lesson plans, curated student work examples that meet proficiency, "curriculum units," and curriculum frameworks. Submitted to MSBE for adoption.
<b>Supporting Curricular Resources Adoption</b>	The process by which altogether new supporting curricular materials are approved and certified by MSBE for the first time. This process may include a 30-day public comment period.
<b>Significant Change/Revision</b>	A revision or edit that modifies the meaning and/or the intended student outcome related to a particular curricular resource or standard. Only revisions or edits that constitute a <b>significant change</b> require Board readoption.
<b>Supporting Curricular Materials: REVISIONS, UPDATES, or READOPTIONS</b>	The process by which previously adopted supporting curricular resources are reapproved by MSBE. <ul style="list-style-type: none"> <li>• <b>Revisions:</b> If the revision is considered a "significant change", a 30-day public comment period may be utilized</li> <li>• <b>Readoption:</b> No material changes to the supporting curricular material. Presented to MSBE, by way of the Education Policy Committee.</li> <li>• <b>Update &amp; Polish:</b> Routine updates, as national trends or emergent needs dictate, that do not alter the meaning or spirit of a curricular resource are presented to the Education Policy Committee for "discussion only."</li> </ul>
<b>Curricular Frameworks Adoption Timeline</b>	Frameworks are revised, reviewed, and adopted by MSBE as emergent needs or national trends dictate, or to ensure alignment with changes to the standards.
<b>Content Standards</b>	Positive statements that define what students should know and be able to do in a core content area. Whereas curriculum resources are not compulsory, content standards are. All Local Education Agencies (LEAs) must align their curricula to the State content standards.
<b>Initial Standards Adoption Process</b>	The process by which MSBE adopts educational standards. This process includes stakeholder, peer and expert review, a 30-day public comment period, 15-day review by the Joint Committee on Administrative, Executive, and Legislative Review (AELR) as well as a full presentation before MSBE.
<b>Standards Adoption/Readoption &amp; Revision Timeline</b>	All discipline specific standards will be reviewed and/or adopted on, at least, an 8-year cycle, or, as needed as national trends or emergent needs dictate.
<b>Standards Readoption Process</b>	The process by which previously adopted standards, wherein there are no significant material changes, <u>are</u> readopted through a presentation before the Education Policy Committee. This process does not include a 30-day public comment period. Standards are presented "for discussion only."
<b>Standards Update Process</b>	The process by which previously adopted standards are routinely updated as national trends or emergent needs dictate. These updates should not constitute a significant change.



# Standards & Curricular Resources Adoption Process



# Standards Adoption timeline

Discipline	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
CA								🕒	✓	🏫								🕒	✓	🏫			
Early Learning						🕒	✓	🏫								🕒	✓	🏫					
ELit	🕒	✓	🏫									🕒	✓	🏫								🕒	✓
CHE		📚										✓		📚			🕒	✓	🏫				
SPE		📚						🕒	✓			📚	📚		📚		🕒	✓	🏫				
Literacy		🕒	✓	🏫			📚										🕒	✓	🏫				
Math		🕒	✓	🏫													🕒	✓	🏫				
Science						✓	🏫														🕒	✓	🏫
Social Studies <sup>1</sup>								🕒	✓	🏫			🕒	✓	🏫		📚						🕒

NOTE: The above timeline does not encompass framework, standard revisions, or updates that constitute a significant change to previously adopted standards or supporting curricular resources.

🕒	Revision/Adoption Start Date	<ul style="list-style-type: none"> <li>• PE = Physical Education</li> <li>• CHE = Comprehensive Health Education</li> <li>• ELA = English Language Arts</li> <li>• ELit = Environmental Literacy</li> </ul> <ul style="list-style-type: none"> <li>• CA = Comprehensive Arts</li> <li>• GTL = Gifted &amp; Talented Learners</li> <li>• PE = Physical Education</li> </ul>
✓	Targeted Completion/Standards Adoption	
🏫	Targeted Date for Implementation in Schools <sup>2</sup>	
📚	Frameworks Published/Adopted	

# 6<sup>th</sup> & 7<sup>th</sup> Grade Workgroup Members

6th Grade					7th Grade				
First Name	Last Name	Role	Grade	LEA	First Name	Last Name	Role	Grade	LEA
Tammy	Fochtman	Classroom teacher	Grade 6	Allegany	Brett	Clites	Classroom teacher	Grade 7	Allegany
Nicole	Ivey	Classroom teacher	Grade 6	Harford	Mark	Lowrie	Classroom teacher	Grade 7	Dorchester
Jocelyn	Tremper	Classroom teacher	Grade 6	Somerset	Mike	San Julian	Classroom teacher	Grade 7	Garrett
Stephen	Zubko	Classroom teacher	Grade 6	Worcester	Rebecca	Chung	Classroom teacher	Grade 6 or 7	Montgomery
Christine	Torelli	Classroom teacher	Grade 6	Anne Arundel	James (Jim)	Rossi	Classroom teacher	Grade 7	Washington
Kentavius	Jones	Classroom teacher	Grade 6	Dorchester	Christopher	Schultz	Classroom teacher	Grade 7	St. Mary's
Kate	Roberts	Classroom teacher	Grade 6	Allegany	Heather	Hand	Classroom teacher	Grade 7	Worcester
Jaclyn	Boor	Classroom teacher	Grade 7	Allegany	Curtis	Anderson	Classroom teacher	Grade 6 or 7	Anne Arundel
Nina	Johnson	Classroom teacher	Grade 6 or 7	Balt City	Jamar	Guy	Classroom teacher	Grade 7	Balt City
Wendy	Schanberger	Department Chair	Grade 6 or 7	Baltimore County	Karen	Yelito	Department Chair	Grade 6 or 7	Baltimore County
Capri	Thornton	Classroom teacher	Grade 6	Calvert	Lynda	Hampshire	Classroom teacher	Grade 7	Calvert
Jesse	Harrington	Classroom teacher, Department Chair	Grade 6	Carroll	Margaret	Mayberry	Classroom teacher	Grade 7	Carroll
Alexandra	Glinka	Classroom teacher, Department Chair	Grade 6	Cecil	Victoria	Davenport	Classroom teacher, Department Chair	Grade 7	Cecil
Jessenia	Kubala	Classroom teacher	Grade 6	Frederick	Jeffrey	Thompson	Classroom teacher	Grade 7	Dorchester
Emily	Pownell	Classroom teacher	Grade 6	Harford	Alexander	Reifer	Classroom teacher, Department Chair	Grade 7	Frederick
Eric	Grabau	Department Chair	Grade 6	Howard	Kimberlee	Govoruhk	Classroom teacher	Grade 7	Harford
Gretchen	Winch	Classroom teacher	Grade 6	Montgomery	Christopher	Nobis	Classroom teacher	Grade 7	Howard
Katherine	Sushinsky	Department Chair	Grade 6	St. Mary's	Vicki	Mihailidis	Classroom teacher	Grade 7	Montgomery
Brian	Stottlemeyer	Classroom teacher	Grade 6	Washington	Thomas	Hayman	Classroom teacher	Grade 7	Queen Anne
Julia	Berg	Classroom teacher	Grade 6	Wicomico	Amanda	Wadel	Classroom teacher	Grade 7	Washington
Bill	Duck	Classroom teacher	Grade 6	Wicomico	James	McCrobie	Classroom teacher	Grade 6 or 7	Wicomico