



MARYLAND

CERTIFICATION

According to its Title II report, Maryland issues type B and type C certificates. On its web site the state labels these certificates Professional Eligibility, Standard Professional (I and II), Advanced Professional, Resident Teacher, and Provisional.

Elementary Certification

In order to be certified at the elementary level (grades 1–6) in Maryland, an applicant must either have a bachelor's degree or higher from an institution of higher education (IHE) with a major in interdisciplinary studies or a major in an academic field taught in elementary education with at least 12 hours each in mathematics and science and 9 hours each in English and social studies or a bachelor's degree or higher from an IHE and not less than 48 semester hours of content course work, including at least 12 semester hours each in mathematics and science and 9 hours each in English and social studies. Candidates must also have 27 hours of professional education course work at the appropriate age and grade level and complete other professional education requirements.

Middle-Level Certification

Maryland has no specific middle grade certification. Teachers are either certified in nursery–grade 3, grades 1–6, or 7–12.

Secondary Certification

To be certified in history in grades 7–12, applicants must

- ❖ have a bachelor's degree or higher from an IHE with a major in history; or
- ❖ take 36 hours or more of history content courses at an IHE with at least 50% of the course work taken at the same institution and 12 semester hours of content course work to be in the upper division.

Applicants must also meet the professional education requirements.

To be certified in social studies in grades 7–12, applicants must

- ❖ have a bachelor’s degree or higher from an IHE with a major in social studies; or
- ❖ take 36 hours or more of social studies content course work at an IHE including at least two courses each in history, geography, economics, and political science with at least 50% of the content course work taken at the same institution and 12 semester hours of content course work at the upper-division level.

A geography certificate is also available through a major or 36 hours of course work in geography.

Applicants must also meet the professional education requirements.

STANDARDS

Standards for Teachers

Maryland teachers must demonstrate evidence of meeting the Essential Dimensions of Teaching. The Essential Dimensions of Teaching are slightly different than the INTASC standards. In secondary content areas, teachers must demonstrate competence in the standards that are endorsed by NCATE. There is also a requirement for teacher candidates to spend “100 days” in a clinical experience.

Standards for Students

The Maryland State Content Standards for Social Studies are organized around five learning perspectives.

- ❖ The spatial perspective helps students understand how people locate themselves in the world with respect to their interaction with the natural environment.
- ❖ The chronological perspective helps students understand the causes and consequences of events.
- ❖ The individual perspective helps students understand how individuals make decisions to meet their personal goals.
- ❖ The organizational perspective helps students understand how people organize themselves into groups to meet their collective needs.
- ❖ The comparative perspective helps students understand how individuals, groups, societies, and cultures are similar and different throughout the world.

The standards draw upon disciplines in the social studies in order to incorporate these perspectives. The students study

- ❖ United States and world history, primarily to obtain a chronological perspective;
- ❖ geography, primarily to gain a spatial perspective;
- ❖ peoples of the nation and the world, primarily to gain multicultural, individual, and comparative perspectives;
- ❖ economics and history, primarily to gain an individual perspective;

- ❖ political science and economics, primarily to gain an organizational perspective; and
- ❖ world history, economics, anthropology, and sociology, primarily to gain a comparative perspective.

According to the introduction to the standards, students should also develop thinking processes and strategies, including

- ❖ understanding the concept of chronology;
- ❖ engaging in analysis and interpretation; and
- ❖ conducting research using appropriate technology.

There are seven standards in the Maryland State Content Standards for Social Studies. After the standard is listed, a rationale is provided for the inclusion of that standard. Then indicators are identified at grades 3, 5, 8, and 12 in the appropriate context for the grade level. An endnote explains that in the standards regular type is used when an indicator is specifically included in the Social Studies Maryland Learning Outcomes (MLO) for grades 3, 5, and 8. Italics are used if the indicator is not specifically measured through the Maryland School Performance Assessment Program. Students in grades K–8 take social studies as a subject area. Discipline-specific courses are offered at the high school level. In the standards at the high school level, regular type is used when an indicator is closely related to one or more of the Core Learning Goals (CLG) but is not the specific Core Learning Goal indicator. Italics are used when an indicator is not assessed as part of the High School Assessment–Social Studies Core Learning Goals.

- ❖ *Social Studies Skills*: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.
- ❖ *United States History*: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
- ❖ *World History*: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in the world.
- ❖ *Geography*: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
- ❖ *Economics*: Students will 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.
- ❖ *Political Systems*: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the founding documents of the United States and the democratic skills and attitudes necessary to become responsible citizens.

- ❖ Peoples of the Nations and 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.

The Maryland Learning Outcomes will be replaced by the Content Standards, which are to be linked to a voluntary state curriculum. The Core Learning Goals define what is tested.

HIGH SCHOOL GRADUATION/EXIT EXAM

Maryland students must earn three social studies credits in order to graduate from high school. These credits include

- ❖ U.S. history—1 credit;
- ❖ world history—1 credit; and
- ❖ local, state, and national government—1 credit.

Exit Exam

Beginning with students entering ninth grade in 2003, an end-of-course exam is required in government. Tests may be required in the future in U.S. and world history. History is the next planned exit exam. See the description below.

ASSESSMENT

The Maryland State Assessment (MSA) tests students in reading, math, and (eventually) science. Social studies is not included in testing in Maryland.

The high school extension of the former MSPAP (Maryland School Performance Assessment Program, which has been replaced by the MSA) is the Maryland High School Improvement Program, which includes High School Assessments (HSA). The HSA is replacing another assessment, the Maryland Functional Tests. The HSA consists of end-of-course exams that cover core academic areas in English, mathematics, science, and social studies. Tests will be phased in over a period of years. Students who enter grade 9 in fall 2003 will be required to take and pass the assessments in order to graduate.

The current assessment in social studies is in government. The State Board of Education may decide when to phase in projected exams in United States history and world history.