

TO: Members of the Education Policy Committee (EPC)

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

DATE: March 13, 2025

SUBJECT: Adoption of Proposed Revisions to the State Social Studies Frameworks

Purpose

The 30-day public comment period for the proposed revisions to Maryland's social studies frameworks has concluded. The revised frameworks, incorporating feedback from this process, will be presented to the Maryland State Board of Education (MSBE) for adoption at its meeting on March 25, 2025.

Background

As mandated by COMAR 13A.04.08.01, Maryland's social studies standards and frameworks must align with the College, Career, and Civic Life (C3) Framework for Social Studies Standards and emphasize inquiry-based learning. To support this alignment and address contemporary educational challenges, the Social Studies SFVC, also known as the Educate to Stop the Hate Committee, was convened in June 2024. with the mission. The SFVC's mission includes enhancing the frameworks to promote tolerance and understanding, while also updating the frameworks to improve student outcomes and ensure alignment with state and national best practices. Composed of educators, parents, content experts, and community leaders from across Maryland, the committee reflects the state's commitment to collaboration. The proposed revisions will be presented to the Maryland State Board of Education (MSBE) for adoption on March 25, 2025.

Executive Summary

The public comment period, which ran from February 3 to March 4, 2025, allowed stakeholders across the state to provide feedback on the proposed revisions.

MSDE will present key trends from public comments and corresponding responses at MSBE's Education Policy Committee meeting on March 13, 2025, followed by the full Board presentation and request for adoption on March 25, 2025.

Action

MSDE is requesting permission to adopt the revised social studies frameworks.

Attachments

[March EPC SS 2025 Presentation V3.pptx](#)

[SS_SFVC_Final_Revisions.pdf](#)

Office of Teaching and Learning Instructional Programs and Services

Social Studies Standards & Frameworks Validation Committee (Educate to Stop the Hate Committee)

March 13, 2025

Presented By | Peter Ramsey, Director of Social Studies

A photograph of a classroom scene. A female teacher with curly blonde hair, wearing a green shirt, is giving a high-five to a young student with dark curly hair wearing a yellow and black striped shirt. The student is sitting at a desk and holding a blue pencil. In the background, other students are visible at their desks, and there are windows and educational posters on the wall.

Presentation Outline

1. Introduction
2. Overview of Public Comment
3. Revisions by the Numbers
4. Trends
5. Key Adjustments
6. Examples of Refinements
7. Next Steps

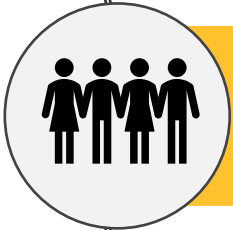
Proposed Revisions by the Numbers

Grade Band	Percentage of Units with Proposed Revisions
PreK-5 th Grade	36% of units have proposed revisions Pre-K-2 nd 4 of 16 units with proposed revisions 3 rd -5 th 5 of 9 units with proposed revisions
6 th -8 th Grade	33% of units have proposed revisions 6 th -8 th 5 of 15 units with proposed revisions
9 th -12 th Grade	31% of units have proposed revisions High School US History 4 of 5 units with proposed revisions Modern World History 1 of 4 units with proposed revisions US Government 0 of 7 units with proposed revisions

Overview of Public Comment Period



Public comment period ran from February 3 – March 4, 2025



Dozens of comments received from community members

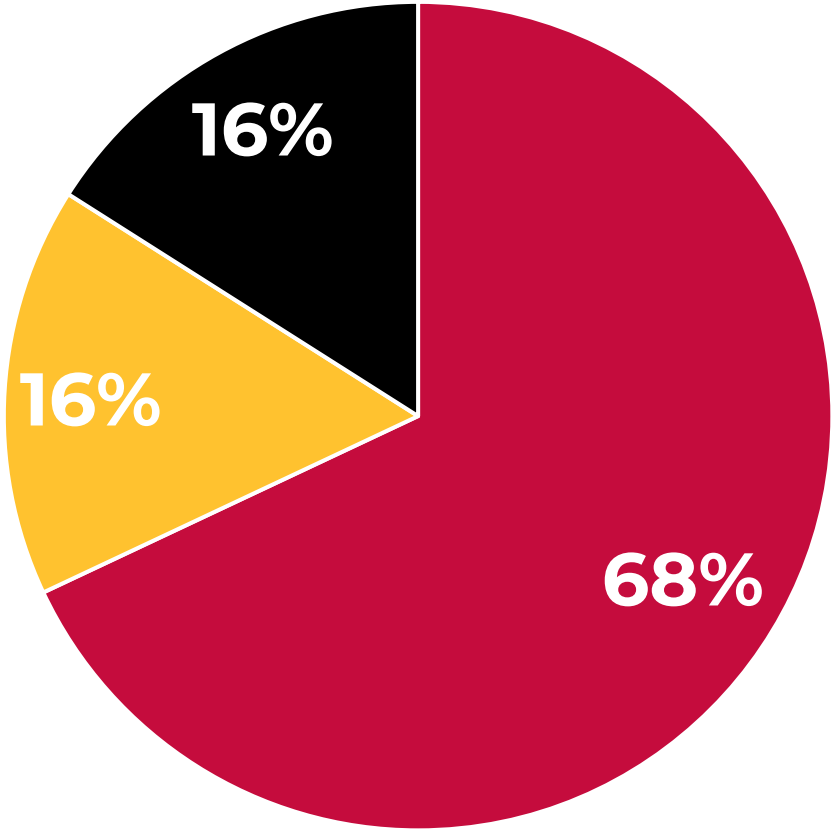


Feedback focused on revisions and framework structure

Public Comment By the Numbers

Strong Support for the Proposed Revisions to Social Studies Frameworks

The public comment process demonstrated broad consensus that the revised frameworks enhance social studies instruction in Maryland.



■ Supports ■ Support with Amendments ■ Oppose

Graph represents responses from 115 comments.

Trends in Public Comment

30-day public comment period ran from February 3 – March 4, 2025



Positive Trends

Praise for the explicit inclusion of the Holocaust in both 6th and 7th grades

Approval of global perspective



Areas of Refinement

Clarity on the inclusion of “and/or” in 6th grade

Request for greater clarity on current events & the language of certain objectives

Key Adjustments Based Upon Public Feedback



Strengthened guidance on the use of “and/or” to ensure a global focus in 6th grade



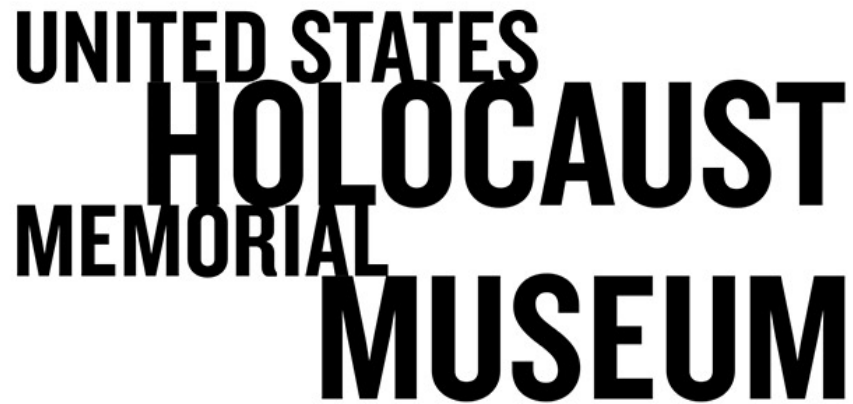
Clarified how contemporary issues are framed in 6th and 7th grade



Wording adjustments to ensure consistency and accuracy across grade levels

A Note on the Proposed Revisions

Guidelines from national organizations including the **United States Holocaust Memorial Museum** and **Facing History and Ourselves** recommend teaching the Holocaust in 6th grade and above.



FACING
HISTORY
AND
OURSELVES

People make choices. Choices make history.

Examples of Revisions Based upon Public Comment

6th Grade Example on Unit 3: Human Systems – Political Structures

Public Comment : “It sounds like the Holocaust was part of the access to technology”

Before

Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:

- evaluating how policies in the 20th and 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology, including the Holocaust.

After

Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:

- evaluating how policies in the 20th and 21st-century authoritarian regimes, including those during the Holocaust, have restricted universal human rights, limited economic opportunities, and impacted access to technology.

. See pages 4-18 of the Social Studies SFVC proposed revisions.

Examples of Revisions Based upon Public Comment

Public Comment Trend

Clarity on the inclusion of
“and/or” in the 6th grade
frameworks.

MSDE Response

The use of "and/or" allows flexibility
while maintaining comprehensive
content, enabling districts to tailor
instruction within state standards, and
support broad, inquiry-based learning.

See pages 4-18 of the Social Studies SFVC proposed revisions.

Examples of Revisions Based upon Public Comment

Public Comment Trend

Request for greater clarity on how contemporary events are framed in the 6th and 7th grade frameworks.

MSDE Response

The framework focuses on contemporary events through 1980, providing essential context for understanding the modern Jerusalem and Middle East.

See pages 4-18 of the Social Studies SFVC proposed revisions.

Next Steps

1

**Final
refinements
based upon
public
comment**

2

**Updated
summary
report**

3

**Board of
Education
March 25, 2025**



Proposed Revisions: Social Studies Standards & Frameworks Validation Committee (Educate to Stop the Hate Committee)

Office of Instructional Programs and Services

March 2025

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Introduction to the Proposed Revisions

The following document outlines the proposed revisions to the Maryland Social Studies Frameworks as developed by the Social Studies Standards and Frameworks Validation Committee (SFVC). The revisions reflect a focused effort to address areas identified for improvement while maintaining alignment with the overall goals of equity, inclusivity, and civic competence.

It is important to note that this document includes only the portions of the frameworks that have been affected by the proposed changes. For clarity:

- **Highlighted text** represents new additions to the frameworks.
- **Struck-through text** indicates content that is recommended for removal.

These revisions aim to enhance the clarity, usability, and effectiveness of the frameworks while supporting the needs of Maryland's educators and students. We invite you to review the proposed changes with these annotations in mind to understand the rationale and intent behind the updates.

PreK-2nd Grade Proposed Revisions

Prekindergarten

Unit 1: Civics

Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities.

Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community, where all individuals are treated with fairness and respect.

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Conflict and compromise	Why do Americans use compromise to resolve conflicts?	Students will examine the role of conflict and compromise by: <ul style="list-style-type: none">identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate but also enrich conflict resolution.
Rules	Why do we have rules at home, at school and in our community?	Students will analyze the how groups and people in authority use rules to promote the common good by: <ul style="list-style-type: none">explaining that rules serve to support order and protect individual rights and fairness for all members of the community.evaluating classroom rules for their ability to promote freedom and equality, and that all students feel valued and respected.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

Kindergarten

Unit 1: Civics

Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community, **where all individuals are treated with fairness and respect.**

Unit Question: What are the rights and responsibilities of people in a group, and those in authority?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Conflict and compromise	Why do Americans use compromise to resolve conflicts?	<p>Students will examine the role of conflict and compromise by:</p> <ul style="list-style-type: none">identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate but also enrich conflict resolution.creating an action plan for how compromise could address a school conflict, ensuring that all voices are heard and respected.
Rules	Why do we have rules at home, at school and in our community?	<p>Students will analyze how groups and people in authority use rules to promote the common good by:</p> <ul style="list-style-type: none">evaluating classroom rules for their ability to promote freedom, equality and equity, and that all students feel valued and respected.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

Grade 1

Unit 1: Civics

Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship.

Unit Question: How can I be a responsible **and engaged** citizen?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Community	How do communities help individuals and groups?	<p>Students will be able to explain the importance of community by:</p> <ul style="list-style-type: none"> explaining how community members work together to create and uphold rules to promote fairness and safety for members of the community. both leaders and members create and uphold rules to promote a fair and safe community. analyzing celebrations and traditions that are shared by members of a school community. identifying the benefits and responsibilities of being a part of a community.
Cooperation	Why is it important that people work together toward a common goal?	<p>Students will be able to describe the importance of cooperation by:</p> <ul style="list-style-type: none"> defining cooperation as the efforts made by a group of people with multiple points of view to meet a common goal. identifying common shared goals of the school community. explaining why school goals require the collaborative effort of community members and cannot be reached by individuals alone.
Problem Solving	How do communities work together to solve problems?	<p>Students will analyze community problem solving by:</p> <ul style="list-style-type: none"> identifying how multiple perspectives in a community can complicate conflict resolution.
Civic Engagement	Why is it important to be civically engaged?	<p>Students will be able to explain the importance of civic engagement by:</p> <ul style="list-style-type: none"> describing how individuals people impact their community by being civically engaged.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

Grade 2

Unit 1: Civics

Unit Enduring Understanding: People are part of multiple communities and their choices impact each of those communities.

Unit Question: How can you support your community?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Government	Why do some people have power and authority over others in a democracy?	<p>Students will analyze democracy by:</p> <ul style="list-style-type: none">exploring governing powers at home, school and in their local community.exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power, but also voting rights limitations placed on certain some groups of people: exploring voting as a key part of civic responsibility and leadership selection, as well as changes that have impacted voting rights and access.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

3rd-5th Grade Proposed Revisions

Grade 3

Unit 1: Civics

Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities.

Unit Question: How can we make a difference in our community?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Civic Virtues	What virtues are important for living together in a democracy?	Students will analyze civic virtue by: <ul style="list-style-type: none">explaining how groups of people make rules to create responsibilities and protect freedoms for all people.evaluating how these foundational documents address the rights and responsibilities of all people.
Informed Action	How can I contribute to my community?	Students will address local community issues by: <ul style="list-style-type: none">exploring ways that people can express their ideas and promote equitable solutions in their community.

Unit 2: Economics and Geography: No Change

Unit 3: History

Unit Enduring Understanding: Cultures of the past have influenced the way we live today.

Unit Question: How have cultures from the past influenced the present?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
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Cultural Change Over Time	How did people live in the past?	Students will analyze early regional cultural groups by: <ul style="list-style-type: none"> comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture, traditions, and environment.
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Grade 4

Unit 1: Worlds Collide (1450-1650): No Change

Unit 2: Resistance, Colonization, and European Expansion in North America (1500 – 1650)

Unit Enduring Understanding: Colonization benefited specific groups of people at the expense of others.

Unit Question: Who does colonialism benefit?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Early Settlements	How did the pursuit of freedom lead to conflict?	Students will compare Maryland's colonial experience with other colonies by: <ul style="list-style-type: none"> analyzing religious conflict among European settlers in Maryland and evaluating the effectiveness of the Toleration Act on different religious groups.
Colonial Regions	How does where you live, impact how you live?	Students will compare how geography influenced culture and economic development by: <ul style="list-style-type: none"> analyzing how ports, the institution of slavery, and natural resources created a tobacco-based economy in Maryland.

Definitions of Freedom	What causes people to deny freedoms to others?	<p>Students will analyze the methods and motivations by which freedom was granted or denied for various groups in Colonial North America:</p> <ul style="list-style-type: none">interpreting laws and legal documents that defined freedom for women, indentured servants, American Indians, religious groups and free blacks in the colonies.
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Unit 3: American Revolution (1750-1789)

Unit Enduring Understanding: When governments do not meet the needs or wants of the governed, people revolt.

Unit Question: Did the revolution achieve life, liberty, and the pursuit of happiness for all?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Maryland’s response to the Revolution	Why did some Marylanders support the Revolution and others did not?	<p>Students will examine Maryland’s response to British policy by:</p> <ul style="list-style-type: none">evaluating the role of women, African Americans, and other groups in Maryland in supporting the American Revolution.

Grade 5

Unit 1: Development of American Government (1780-1789): No Change

Unit 2: Challenges of a New and Expanding Nation (1800-1900)

Unit Enduring Understanding: The Civil War demonstrated that the Constitution is a living document.

Unit Question: How did the Civil War challenge and change the Constitution?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
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The Road to the Civil War	How did the War of 1812 prepare the nation for the constitutional challenges during the Civil War?	Students will identify how Maryland was impacted by the War of 1812 by: <ul style="list-style-type: none"> identifying the causes of the War of 1812. exploring how the War of 1812 tested the Constitution, influencing the debates that would culminate in the Civil War.
Conflicts over Slavery and the Civil War	How did conflicts over slavery result in the Civil War?	Students will identify slavery as the central cause of the Civil War by: <ul style="list-style-type: none"> contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture, including in Maryland.

Unit 3: The Challenges of American Economic, Political, and Civic Life (1900-today)

Unit Enduring Understanding: American continue to contest, uphold, and redefine freedom, citizenship, and rights.

Unit Question: What does it mean to be living and learning in the “land of the free.”

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Contesting, Upholding, and Redefining Freedom, Rights, and Citizenship: Civil Rights	How has government evolved to expand the meaning of “We the People”?	Students will evaluate civil rights in Maryland and the United States by: <ul style="list-style-type: none"> defining civil rights and their importance for all people to life in the United States. analyzing how the government granted or denied freedoms to people based on race, gender, religion, and other characteristics over time.

6th-8th Grade Proposed Revisions

Grade 6

Unit 1: Geographic Thinking: No Change

Unit 2: Human Interaction with the Environment: No change

Unit 3: Human Systems – Political Structures

Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.

Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe.

CONTENT TOPIC (TIMEFRAME)	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Early State Formation (3100 BCE–500 CE)	How is power lost and gained?	<p>Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:</p> <ul style="list-style-type: none"> Examining Comparing social structures and belief systems in the early states of Greece or Rome, and China, and or Nubia/Egypt to examine how power is divided and maintained.
Democratic Revolutions (1600 CE–1970 CE)	How effective were democratic revolutions in achieving their goals?	<p>Students will analyze local, regional, and global examples of democratic revolutions as attempts to generate stability and connect and divide people across location, region, and the globe by:</p> <ul style="list-style-type: none"> Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and Europe.

Authoritarian Regimes (1900 2000 CE – today)	Can authoritarian regimes survive in the 21st century?	Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by: <ul style="list-style-type: none">Analyzing factors that contributed to the rise of authoritarian regimes in Asia, Africa, and the Americas, and Oceania.Evaluating how policies in 20th and 21st century authoritarian regimes, including those during the Holocaust, have restricted challenged universal human rights, limited economic opportunities, and impacted access to technology.
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Unit 4: Movement of Pathogens and Ideas

Unit Enduring Understanding: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change.

Unit Question: How can the movement of ideas and the spread of disease create change?

Content moved to subsequent topic

CONTENT TOPIC (TIMEFRAME)	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Bubonic Plague (1340 CE-1350 CE)	Does the spread of disease cause people to unite?	Students will assess the effects of the Bubonic Plague on regional and local communities by: <ul style="list-style-type: none">Tracing the geographic spread and the mechanisms that facilitated the spread of the Bubonic Plague in Asia and Europe.Describing how contemporary reactions to the Bubonic Plague were influenced by social and cultural values, and beliefs.Analyzing the plague's short and long term impact on population, antisemitism, feudalism, and the role of the Church in Europe.
Pandemics	Can human systems prevent the movement of	Students will explore the local and global impacts of pandemics by:

(1300 1980 CE- today)	disease? How do human responses to disease outbreaks unite or divide people, and reflect our ability to control their spread?	<ul style="list-style-type: none">• Tracing the global spread of the Bubonic Plague across Asia, North Africa, and Europe and analyzing its short- and long-term impacts on population, antisemitism, feudalism, and the role of the Church.• Identifying Analyzing the origin, scope, and statistical trends related to the of global spread pandemics of avian and other zoonotic influenza, AIDS, Zika, COVID-19 and compare the responses and impacts across regions. including in Asia, Africa, Europe, Oceania, and/or the Americas.• Examining the role of multinational companies, governments, and non-governmental organizations in addressing the public health crises associated with the global spread of disease.• Contrasting the responses and impact to the global spread of disease in Asia, Africa, Europe, Oceania, and the Americas.• Describing how social and cultural values have shaped responses to pandemics and fueled prejudice against specific groups of people.
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Grade 7

Unit 5: Movement of Humans: No Change

Unit 6: Human Systems – Economic Systems

Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe.

Unit Question: How can economic systems connect and divide people regionally and globally?

CONTENT TOPIC (TIMEFRAME)	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Capitalism (1450 CE-1900 CE)	How did capitalism connect and divide	Students will evaluate the regional and global causes and consequences of expanding capital markets through imperialism and settler colonialism by:

	people?	<ul style="list-style-type: none">Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on global societies. in Asia, Africa, Oceania, and/or the Americas.Contrasting how communities in Asia, Africa, Oceania, and the Americas responded to and resisted imperialism and settler colonialism.
Centralized Planning in the Twentieth Century (1900 CE-2000 CE)	How did centrally planned economies connect and divide people?	Students will investigate how centrally planned economies impacted regional and global relationships by: <ul style="list-style-type: none">Comparing Evaluating the long-term impacts of centrally planned economies in Asia, Europe, and the Americas.

Unit 7: Place and Region

Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors.

Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?

CONTENT TOPIC (TIMEFRAME)	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Jerusalem (1880 CE-1980) (1900 CE—Today)	Who defines place?	Students will explore the local, regional, and global relationships that have defined Jerusalem as a place by: <ul style="list-style-type: none">Describing the significance of Jerusalem the Holy Land, to Jews, Christians, and Muslims.Assessing the effectiveness of regional conflicts, violence, and peace negotiations on Jerusalem. the settlement of the Israeli-Palestinian conflict.Determining how ongoing attempts at cooperation and peace continue to define and redefine Jerusalem as a place.

Unit 8: Regional Case Study of Geographic Thinking: No change**Grade 8****Unit 1: Colonization (1607-1754):** No Change**Unit 2: The American Revolution (1754-1783):** No Change**Unit 3: Founding of the New Government (1776-1791):** No Change**Unit 4: A New Nation (1787-1825):** No Change**Unit 5: Geographic Expansion and Political Division (1820-1860):** No Change**Unit 6: Civil War and Reunion (1860-1896):** No Change**Unit 7: Growth of Industrial America (1877-1890):** No Change

High School United States History Proposed Revisions

Bridge Unit from Middle School United States History: Growth of Industrial and Urban America (1877-1890)

Unit Enduring Understanding: Economic growth alters old means of production and replaces them with new ones.

Unit Question: How did economic change alter political and social relationships in the United States?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Westward Movement	Did American Westward Expansion challenge and promote national unity?	<p>Students will analyze the causes and consequences of Westward Expansion by:</p> <ul style="list-style-type: none">Evaluating Native Americans' responses to western migration.

Unit 1: Progressivism and Imperialism (1890-1920)

Unit Enduring Understanding: Expansion and innovation challenge traditional social, political, and economic patterns.

Unit Question: How did the American people and government respond to the domestic and foreign challenges at the turn of the century?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Social, Political, and Economic Reform	To what extent can individuals and groups change societies?	<p>Students will evaluate the effectiveness of the political, economic, and social reforms of the late 19th and early 20th centuries by:</p> <ul style="list-style-type: none">Describing the effectiveness of the NAACP's efforts to address African American and organizations such as the Anti-Defamation League on addressing inequality.

Imperialism	Was American imperialistic growth consistent with democratic ideals?	<p>Students will evaluate the significance of the United States becoming an imperialist power by:</p> <ul style="list-style-type: none"> Assessing the impacts of the annexation of Hawai'i and the Philippine-American War. Assessing the causes and consequences of American intervention/involvement in Latin America, Hawaii, the Philippines, China, and Japan.
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Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)

Unit Enduring Understanding: Prosperity and conflict challenge accepted principles and practices.

Unit Question: How did progress and setbacks in foreign and domestic affairs shape the development of the modern United States, its people, and its role on the international stage?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
The Great War at Home and Abroad	How did involvement in a global conflict change America?	<p>Students will assess how World War One promoted continuity and change in American foreign and domestic policy by:</p> <ul style="list-style-type: none"> Assessing the impact of post war demobilization on racial tension and the Red Scare. Analyzing the Red Scare, including the antisemitic and xenophobic associations of Jews with radicalism and communism, and its influence on anti-immigration legislation.
The 1920s	Did the 1920s preserve the past or invent the future?	<p>Students will analyze shifting cultural norms associated with rapid economic growth by:</p> <ul style="list-style-type: none"> Assessing how the Immigration Act of 1924, the Ku Klux Klan, Tulsa Race Riot, Alien Land Laws, and Eugenics perpetuated racism, antisemitism, and discrimination against racial, ethnic, and religious minorities, those with disabilities, and LGBTQ+.

Unit 3: Affluence, Cold War, and Social Revolutions (1945-1974)

Unit Enduring Understanding: The interplay between foreign and domestic issues influences choices made by government and citizens.

Unit Question: How did foreign and domestic concerns influence American government and society in the post-World War Two era?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Freedom Movements	Were the freedom movements successful in achieving equality for Americans?	<p>Students will analyze how individuals and groups mobilized against inequalities in American society by:</p> <ul style="list-style-type: none"> Investigating the impact of Great Society legislation on poverty, the expansion of the New Deal, and immigration, including how Cold War pressures selectively influenced U.S. policies to lift racial restrictions on Asian immigration with a preference for high-skilled immigrants.

Unit 4: Economic, Political, and Social Reorganization (1974-1992): No Change

Unit 5: Globalization, Terrorism, and Political Polarization (1992—present)

Unit Enduring Understanding: The United States' political, social, and economic identity was reshaped by transformations in foreign and domestic affairs.

Unit Question: How did perceptions regarding the limits of American power lead to social, political, and economic restructuring?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Political Polarization	How do conflicting perspectives lead to polarization and alter the debates over public policy?	<p>Students will analyze how political polarization altered the debates over public policy by:</p> <ul style="list-style-type: none"> Evaluating the role of racism, antisemitism, islamophobia, anti-Asian hate, sexism, and xenophobia in shaping public policy debates and the progress of historically marginalized groups, including women, African Americans, Muslim Americans, and immigrants.

American Government

Unit 1: Structures and Origins of Government: No Change

Unit 2: The Legislative Branch: No Change

Unit 3: The Executive Branch: No Change

Unit 4: The Judicial Branch: No Change

Unit 5: Economic Policy: No Change

Unit 6: Domestic Policy: No Change

Unit 7: Foreign Policy: No Change

High School Modern World History Proposed Revisions

Unit 1: Collapse and Expansion (1300-1750): No Change

Unit 2: Revolutions and their Consequences (1750-1890): No Change

Unit 3: Crisis and Global Acceleration (1890-1994)

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
World War One	Is war inevitable?	<p>Students will assess the regional, interregional, and global consequences of World War One by:</p> <ul style="list-style-type: none">Explaining how the mandate system altered patterns of European colonial rule in Africa and the Middle East and contributed to the rise of Zionism, and led to the rise of Pan-Arabism and Pan-Africanism and other nationalist struggles for independence.

Unit 4: Globalization (1970-Present): No Change

