


TO: Members of the Education Policy Committee

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

DATE: June 12, 2025

SUBJECT: Revisions to Maryland College and Career Ready Frameworks

Executive Summary

The purpose of this item is to request that the State Board of Education (SBOE) review and adopt the revised Maryland College and Career Ready Frameworks in Social Studies.

Background and Process

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. 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 SBOE for adoption in June 2025.

Action Required

The Maryland State Department of Education is requesting permission to adopt the revised social studies frameworks.

Attachments

- Revisions to Maryland College and Career Ready Standards PowerPoint Presentation
- Proposed Revisions: Social Studies Standards & Frameworks Validation Committee (Educate to Stop the Hate Committee)
- Responses to Public Comment
- Supervisor Feedback and Synthesis

DIVISION OF INSTRUCTIONAL PROGRAMS

Social Studies Frameworks (Action)

June 12, 2025

Presented By |

Dr. Elise Brown, Assistant State Superintendent
Peter (Phin) Ramsey, Social Studies Director

A teacher with curly blonde hair, wearing a green shirt, is giving a high-five to a young student with curly dark hair wearing a yellow and black striped shirt. They are in a classroom with other students in the background.

Presentation Outline

1. Proposed Revisions by the Numbers
2. Points of Engagement
3. Request for Approval

Proposed Revisions by the Numbers

Grade Band	Percentage of Objectives with Proposed Revisions
PreK-5 th Grade	295 Total Objectives 28 Proposed Revisions 9% of Objectives Have Revisions
6 th -8 th Grade	184 Total Objectives 13 Proposed Revisions 7% of Objectives Have Revisions
9 th -12 th Grade	278 Total Objectives 9 Proposed Revisions 3% of Objectives Have Revisions
Total	757 Total Objectives 47 Proposed Revisions 6% of Objectives Have Revisions

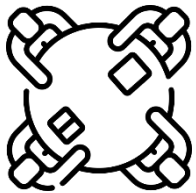
Points of Engagement



Layered Engagement Timeline

Date	Engagement
November 2024	SFVC unanimously approves first iteration of proposed revisions
December 2024	Local Social Studies Supervisors feedback survey
January 2024	Updates made to proposed revisions based on local supervisor feedback
February 2025	Public comment period
March 2025	Updates made to proposed revisions based on local supervisor and public comment feedback
May 2025	Four, three-hour feedback workshop sessions

May Feedback Sessions



Four three-hour workshops designed for deeper, more focused input from local social studies supervisors and coordinators



Workshops provided an additional *twelve hours* of discussion and feedback



23 of 24 LEAs attended the workshops



Debrief session held to explain feedback incorporation

Final Requested Edits



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

Office of Instructional Programs and Services

June 2025

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Introduction

A critical goal of the Maryland State Department of Education's (MSDE) Social Studies branch is to "produce students with the knowledge and skills necessary to be empowered, informed, and socially responsible participants in our nation's democracy." Amid the increasing diversity in Maryland's communities, including well-documented reports of increasing racism and hatred, this mission has become increasingly complex.

In March 2024, MSDE began assembling a committee of teachers, parents, content supervisors, administrators, and content experts to review Maryland's social studies frameworks. The panel was initially called the "Educate to Stop the Hate Committee," but it was subsequently given the formal title of MSDE's Social Studies Standards and Frameworks Validation Committee (SFVC). The primary direction to the committee was to propose changes to the existing social studies frameworks that will improve student outcomes and provide for the diversity of student needs, abilities, and interests, while challenging contemporary racism and hate by ensuring the alignment of curricular resources with these emergent and critical needs. The Social Studies SFVC is one of four such committees recently appointed by MSDE, with the others focusing on mathematics, health, and literacy.

Maryland's Social Studies Standards encompass six critical areas: Civics; Peoples of the Nations and World; Geography; Economics; History; and Skills and Processes. The State Frameworks are intended to serve as guides for school systems as they develop local school curricula, including for social studies classes that include end-of-course exams required for Maryland high school graduation. The frameworks currently in use in Maryland's school systems for prekindergarten through 12th grade have been developed at different times over the past decade; the most recent update was approved in January 2024 for Grades 6 and 7.

Committee members worked intensely over the past ten months to review the content frameworks for each grade area, including meeting with and soliciting feedback from groups that shared concerns about whether Maryland's social studies instruction sufficiently covers such subject areas as the Holocaust and the historical journey of the Asian American Pacific Islander communities. The changes proposed in this document seek to address these issues and more, without adding – or removing – significant content. Committee members recognize that Maryland's teachers already have significant amounts of content and skills material that they are expected to cover each school year. The committee sought to make adjustments that would enhance instruction and outcomes without further overburdening teachers, helping Maryland's schools better prepare students to respond to a world of increasing diversity and growing intolerance and hate.

Committee members want to specifically thank Peter Phineas Ramsey, MSDE's Director of Social Studies, and Dr. Josue Otarola, MSDE's Coordinator of Social Studies, for their guidance and leadership throughout the committee's work.

Process

The Social Studies SFVC was convened in Spring 2024. This initiative represents a collaborative and thorough process aimed at ensuring the standards and frameworks align with the diverse needs of Maryland's students and prepare them for active and informed participation in our democracy.

From its inception, the committee was designed to include voices from all corners of the state, ensuring that the process was representative of Maryland's geographic diversity. The committee engaged educators, community leaders, parents, and subject matter experts to develop a vision for social studies that emphasizes both historical accuracy and the inclusion of historically underrepresented perspectives.

This report provides a detailed overview of the SFVC process, highlighting the phases of its work, the engagement of stakeholders, and the committee's focus on ensuring that every student in Maryland has access to a best-in-class social studies education. The SFVC's efforts are a testament to Maryland's dedication to creating a future where all students are empowered to be informed, responsible citizens.

Formation and Structure of the SFVC

The SFVC was designed to include a diverse group of stakeholders, reflecting the rich cultural and geographic diversity of Maryland. Members included:

- **Educators:** Teachers from elementary, middle, and high schools across Maryland.
- **Local Education Agency Content Supervisors:** Local social studies supervisors from across Maryland
- **Community Members:** Representatives from community organizations, advocacy groups, and cultural institutions.
- **Parents:** Voices from students and parents ensured that the frameworks were grounded in the real-life experiences of those directly impacted by education policies.
- **Associated Content Experts:** Local and state education leaders provided a broader policy perspective.

Key Phases of the Process

Spring 2024: Initial Convening and Vision Setting

The Social Studies Standards and Frameworks Validation Committee (SFVC) began its work in Spring 2024 with an initial convening focused on establishing a shared vision for social studies education in Maryland. During this phase, members reviewed the existing frameworks to identify areas for refinement and alignment with the evolving needs of Maryland's students and communities.

Summer 2024: Collaborative Review and Drafting

Throughout the summer, the SFVC engaged in collaborative sessions to begin drafting proposed revisions to the social studies frameworks. Committee discussions were informed by feedback and perspectives shared by various organizations, educators, and community leaders. The committee adopts the International Holocaust Remembrance Alliance's (IHRA) definition of antisemitism.

Fall 2024: Refinement and Consensus Building

The SFVC held a series of structured working sessions to refine the draft frameworks. These sessions were marked by transparent discussions, collaboration among committee members, and the integration of feedback from stakeholders. By November 14, 2024, the committee achieved unanimous approval of the revised frameworks, a critical milestone in the process.

Winter 2024-2025: Reporting and Public Review

During this phase, the committee focused on finalizing the proposed changes to the frameworks based on formal feedback received from Maryland's local social studies supervisors and coordinators (December 2024) and from the public at large through a public comment period that ran through February of 2025.

June 2025: Final Adoption Vote

The finalized recommendations are presented to the Maryland State Board of Education for review and a final adoption vote in June 2025. This step will mark the culmination of the SFVC's work, providing updated frameworks to guide social studies education across Maryland.

Further Engagement

In addition to the formal feedback provided by local social studies supervisors and coordinators in December 2024, MSDE convened a series of structured feedback workshops in May 2025 to continue engaging local expertise in the development of the revised social studies framework. These workshops were designed to provide a deeper, more focused opportunity for input, ensuring that the voices of educators at the local level are meaningfully reflected in the final product.

The workshops were held in three sessions organized by grade band—PreK–5, 6–8, and 9–12—and totaled approximately 11 hours of discussion and collaborative review. Supervisors and coordinators were invited to examine proposed changes, offer feedback, and identify areas for improvement or clarification. This approach allowed for in-depth dialogue tailored to the unique instructional needs and developmental stages of each grade span.

It is important to note that revisions to the framework reflect not only the December 2024 feedback from local leaders, but also the input received during the February 2025 public comment period. These May workshops represent a **third layer** of engagement—affirming the Department's commitment to transparency, responsiveness, and the inclusion of local expertise throughout the revision process. Collectively, these efforts underscore a robust and ongoing partnership with local systems in shaping high-quality, relevant social studies instruction for Maryland students.

Proposed Revisions by the Numbers

The SFVC approached the revision process with care and intentionality. Of the 757 total objectives spanning PreK through grade 12, proposed changes have been made to just 47 objectives—accounting for approximately 6% of the full framework. This limited revision scope is a strong testament to the quality and integrity of the current social studies framework and reflects the thoughtful work already completed by educators and content experts across the state.

In PreK through 5th grade, there are 295 objectives with proposed changes in 28 of them, representing approximately 9.5% of objectives in that band. In grades 6–8, 13 of the 184 objectives have proposed revisions, or roughly 7%. In grades 9–12, only 9 out of 278 objectives are proposed for revision—just over 3%. These figures demonstrate that the majority of the framework remains intact, and that suggested changes are concentrated, targeted, and grounded in stakeholder feedback and content review.

Taken together, these numbers reflect a commitment not to overhaul what is already working, but to strengthen key areas where clarity, inclusivity, or historical depth can be improved. The SFVC's selective approach honors the foundational work of the existing framework while addressing important opportunities for refinement.

Grade Band	Total Objectives	Proposed Revisions	% Revised
PreK-5	295	28	9%
Grades 6-8	184	13	7%
Grades 9-12	278	9	3%
Total (PreK-12)	757	47	6%

The Proposed Revisions

The following document outlines the proposed revisions to the Maryland Social Studies Frameworks as developed by the Social Studies 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-2 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 are intended 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 sense of belonging for all.

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?	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.Examine 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?	Students will analyze how groups and people in authority use rules to promote the common good by: <ul style="list-style-type: none">explaining why rules are different based on location, and how they adapt to meet the needs of all communities.evaluating classroom rules for their ability to promote freedom, equality, and a sense of belonging for all.

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 and leaders work together to create and uphold rules to promote fairness and safety for its members. 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 the school 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 but also enrich 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 civically engaged individuals people impact their community.

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 their local community, and how they can harness those powers.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.exploring how voting rights and the opportunity to participate impact the voting process and outcomes.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

3-5 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 (The Declaration of Independence, US Constitution, and The Bill of Rights) have been used to 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
Cultural Change Over Time	How did people live in the past?	<p>Students will analyze early regional cultural groups by:</p> <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.

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?	<p>Students will compare Maryland's colonial experience with other colonies by:</p> <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?	<p>Students will compare how geography influenced culture and economic development by:</p> <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.

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 various groups, including women, African Americans, and American Indians in Maryland 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
Conflicts over Slavery and the Civil War	How did conflicts over slavery result in the Civil War?	<p>Students will identify slavery as the central cause of the Civil War by:</p> <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”?	<p>Students will evaluate civil rights in Maryland and the United States by:</p> <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, and religion other characteristics over time.

6-8 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.
Authoritarian Regimes (2000 CE – today)	Can authoritarian regimes survive in the 21st century?	<p>Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:</p> <ul style="list-style-type: none"> Analyzing factors that contributed to the rise of authoritarian regimes in Asia, Africa, and the Americas. and Oceania.

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 TOPIC (TIMEFRAME)	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Bubonic Plague (1340 CE-1350 CE)	Does the spread of disease cause people to unite?	<p>Students will assess the effects of the Bubonic Plague on regional and local communities by:</p> <ul style="list-style-type: none"> Analyzing the plague's short- and long-term impact on population and antisemitism, feudalism, and the role of the Church in Europe.
Pandemics (1980 – today CE)	Can human systems prevent the movement of disease?	<p>Students will explore the local and global impacts of pandemics by:</p> <ul style="list-style-type: none"> Identifying the origin, scope, and statistical trends related to the of global spread pandemics of avian and other zoonotic influenza, AIDS, Zika, COVID-19 and comparing 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 of the global spread of disease in Asia, Africa, Europe, Oceania, and the Americas.

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 people?	<p>Students will evaluate the regional and global causes and consequences of expanding capital markets through imperialism and settler colonialism by:</p> <ul style="list-style-type: none"> Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on regions of the world 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?	<p>Students will investigate how centrally planned economies impacted regional and global relationships by:</p> <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
<p>The Middle East Jerusalem</p> <p>(1940-1994 CE)</p> <p>(1900 CE – Today)</p>	<p>Who defines place?</p>	<p>Students will explore the local, regional, and global relationships that have defined the Middle East Jerusalem as a place and region by:</p> <ul style="list-style-type: none">• Describing the significance of the Middle East the Holy Land to Jews, Christians, and Muslims. Christians, Muslims, and Jews.• Analyzing how the outcomes of the Holocaust influenced the founding of Israel, alongside the migration of non-European Jewish communities within the region.• Analyzing the impact of physical geography, nationalism, World War I and II, and the actions of international organizations, the Holocaust, and the founding of Israel on Jerusalem.• Assessing the effectiveness of regional conflicts, violence, and peace negotiations on the Middle East. the settlement of the Israeli-Palestinian conflict.• Examining how regional conflicts and diplomacy have influenced efforts toward stability and cooperation in the Middle East.• Evaluating how ongoing attempts at peace and cooperation define the meaning and status of Jerusalem within the region. 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 and the Women's Suffrage 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.

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: Analyze how fears of radicalism during the Red Scare led to anti-immigration policies and the discrimination, surveillance, and repression of Jewish Americans, immigrants, labor activists, women, and other racial, ethnic, and ideological groups.
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"> Assessing the success of the efforts of Asian American communities and individuals to secure civil rights Examining how changes in immigration laws during the second half of the twentieth century shaped U.S. demographics and public perceptions of 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

Moving Forward

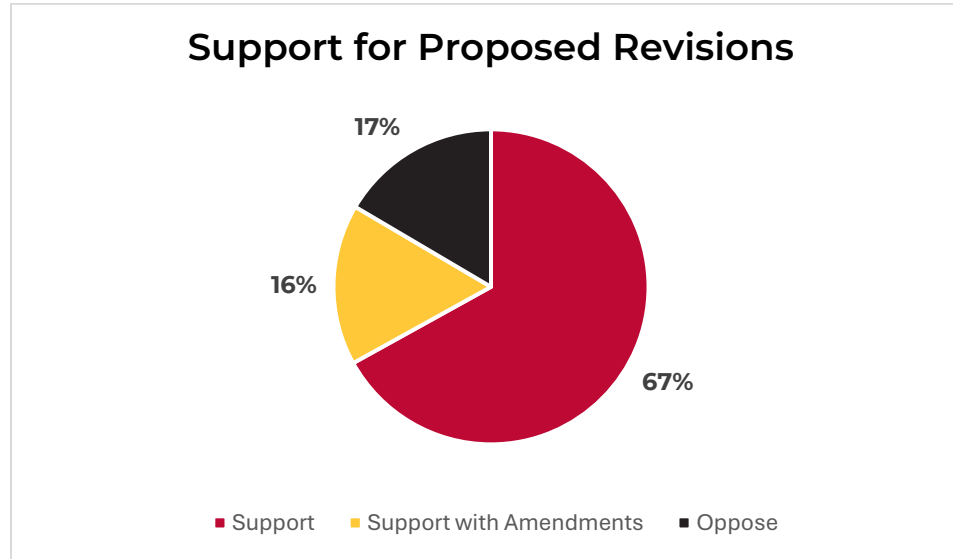
The frameworks changes proposed in this report of MSDE's Social Studies SFVC are intended to improve student outcomes and provide for the diversity of student needs, abilities, and interests, while challenging contemporary racism and hate by ensuring the alignment of our frameworks with these emergent and critical needs. While some proposed changes are more subtle than others, the committee believes that taken together, they can make a difference in social studies across Maryland, from prekindergarten through high school.

The committee wants to emphasize that the changes proposed in this document will take time to implement, regardless of how quickly they may be approved. The frameworks are not curriculum – they provide guidance and direction for school systems as they develop specific curricula for classroom teachers. Developing such curricula takes time, and, in some instances, the new curricula may require the investment of additional staff development for proper implementation and instruction.

Moving forward, the committee recognizes that neither our society, nor our views of history and social studies, are static. Interpretations of history change over time. The society that schools are preparing students for also changes over time. The committee suggests that it would be useful to periodically reconvene a group like the SFVC to review Maryland's social studies frameworks for updates or modifications.

MSDE Response to Social Studies SFVC Public Comment

February 2025



Response	Rationale	MSDE Response
Support with amendments	Students in grade 6 are going to struggle with the constant back and forth in time periods in each unit. At this time they struggle to understand historical events that are presented chronologically.	Students in Grades 6 and 7 employ geographic, economic, civic, and historical tools to understand how big geographic questions link the past to the present. Rather than chronology, this new framework is organized around a series of big questions related to enduring geographic understandings that link student investigation of the past and present and are developmentally appropriate.
Oppose	So the improvements don't improve the main problem, which is a lack of history in Grades K-3. Only American history is covered in grades 4-5. Then in grades 6-7 they try to cover American and world history in two years, which is not enough time. The classical approach which covers history from ancient to modern times chronologically from grades 1-4 and then again from grades 5-8 and uses original sources to develop students' reasoning is much better.	<p>Maryland's social studies framework is designed to be developmentally appropriate, with civic-based learning in Grades K-3, American history in Grades 4-5, and both geography and U.S. and world history in Grades 6-8. This structure ensures students build critical thinking skills before engaging with broader historical narratives.</p> <p>The frameworks follow an inquiry-based approach, emphasizing historical and geographical thinking skills, as well as primary source analysis, while balancing depth and breadth.</p>

Response	Rationale	MSDE Response
Support	Thank you for updating the standards to better reflect all people and key historical events.	Thank you for your support for the proposed revisions to Maryland's social studies frameworks. While no standards were updated, the frameworks were revised to better reflect our goal of supporting inquiry-based instruction that encourages students to critically examine multiple perspectives and engage with complex global issues.
Support with amendments	Adding "or" to the framework when discussing different continents is problematic. It could lead to a Eurocentric focus, allowing orbits for other continents	The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.
Support with amendments	Removing discussion about contemporary Middle East and Jerusalem in 6th and 7th grade is ill advised.	To ensure instructional consistency, the framework focuses on contemporary events through 1980 (Camp David Accords), providing essential context for understanding modern Jerusalem and Middle East. Moreover, the evolving current events do not provide sufficient time for teachers to prepare effective inquiry-based lessons using top resources.
Oppose	As a 18 year MD social studies educator, I am concerned about including "or" into the grade 6/7 geography framework. The goal of the course should be to examine global societies and the language used in the framework could be used to narrow the scope of study in a way that does not align with the purpose of the course or the interests of students. I have supervised social studies teachers for over a decade and this type of language would likely lead to glaring omissions of global and cultural studies in the classroom either unintentionally or deliberately.	The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." The core content remains aligned with Maryland's social studies standards, ensuring an expansive approach to world geography.
Support with amendments	<p>Thought it is impossible to cover all regions of the world in the extremely limited amount of class time devoted to social studies across this state - the changed to and and/OR format in these frameworks could lead certain counties or schools to limit their studies in this course to only one or two regions. The fear being, that we would allow for a very limited and possibly Eurocentric view of the world.</p> <p>The removal of any mention of Palestine from the frameworks also limits scope of the intended inquiry of this unit and the erasure of this group historically and contemporarily is very disturbing and harmful.</p> <p>Please ensure that these framework not only encourage but mandate a global view in all counties across the state and encourage students to think broadly about the world.</p>	<p>The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>Regarding the removal of specific references, we want to emphasize that our goal is to support inquiry-based instruction that encourages students to critically examine multiple perspectives and engage with complex global issues. To ensure instructional consistency, the framework focuses on contemporary events through 1980 (Camp David Accords), providing essential context for understanding modern Jerusalem and Middle East. We are committed to ensure that all students have the opportunity to engage with a broad and balanced study of world history. We will take these concerns into account as we continue discussions on how to best support inclusive and globally minded instruction across all districts.</p>

Response	Rationale	MSDE Response
Oppose	<p>I am extremely disappointed in the proposed revisions, particularly with regard to the grade 6 and 7 frameworks. The intent of these frameworks is to provide a well-rounded and relevant approach to human geography and world history, with each unit culminating in a modern-day challenge. The inclusion of the word “/or” in listing locations (i.e. Africa, Asia, and/or Europe) will result in many teachers and school districts choosing a Euro-centric curriculum. Teachers who do not choose a Euro-centric curriculum will not have the support of the state frameworks, since opponents of inclusive and diverse world history will be able to accuse teachers of making independent instructional choices that are not required by the state. This also prevents analysis on a global scale, if only one region is selected from the list. Additionally, the changes strongly reflect the interests of the Jewish community and remove the single instance of the word “Palestinian” from the frameworks, and reframing the topic to stop at the year 1980 instead of present day. Please reconsider these changes.</p>	<p>The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of “and/or.” Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>Regarding the removal of specific references, we want to emphasize that our goal is to support inquiry-based instruction that encourages students to critically examine multiple perspectives and engage with complex global issues. To ensure instructional consistency, the framework focuses on contemporary events through 1980 (Camp David Accords), providing essential context for understanding modern Jerusalem and Middle East. We are committed to ensuring that all students have the opportunity to engage with a broad and balanced study of world history. We value input from all stakeholders and remain committed to frameworks that reflect diverse perspectives and promote critical analysis. Your feedback will be considered as we continue to refine and support the implementation of these standards.</p>

Response	Rationale	MSDE Response
Support with amendments	<p>I support all of the changes for Pre-K to 5.</p> <p>I do NOT support adding "/or" to any standard. That turns a strong standard into a minimal standard, allowing LEAs to avoid 1-2 different viewpoints from history. If your goal is to become more inclusive, do NOT add "/or" to any standard.</p> <p>The added wording doesn't make sense in Grade 6 Unit 3 Authoritarian Regimes- "Evaluating how policies in 20th and 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology, including the Holocaust." It sounds like the Holocaust was part of the access to technology. I can tell that you want to indicate that the Holocaust occurred because of an authoritarian regime, but it doesn't fit where you have it.</p> <p>High School- Unit 2, The Great War Abroad and at Home. I oppose the changes to this standard completely. The Red Scare was based far more on communism, and the wording of this standard tries to make it more about being anti semitic.</p>	<p>The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>Regarding the language in Grade 6 Unit 3, we recognize the need for clarity. We, the committee revised this objective to read: "evaluate how policies in 20th and 21st-century authoritarian regimes, including those during the Holocaust, have restricted universal human rights, limited economic opportunities, and impacted access to technology." This new phrasing ensures that the intent—highlighting the impact of authoritarian regimes on human rights and access to economic and technological opportunities—is clearly communicated without unintended ambiguity.</p> <p>For High School Unit 2, we acknowledge that discussions around the Red Scare must be framed within its historical context. While anti-communist sentiment was the central factor, we also recognize that fears of disloyalty disproportionately affected certain marginalized groups (please note below). The goal of the objective is to ensure a nuanced exploration of this period, and we will continue to refine the language to maintain historical accuracy while fostering critical analysis.</p> <p>In relation to the HS unit 2 comment.</p> <p><i>"During World War I, the United States underwent a hyper-nationalist shift, which encouraged isolationism and distrust. In the years that followed, this shift then led to an era of paranoia and widespread fear of far-left movements such as Bolshevism, and mentions of Socialism and Communism were cause for suspicion as well. The result of these political and cultural changes was the first American Red Scare, an era of fear that disproportionately targeted Jews and other members of marginalized groups by questioning their loyalty and patriotism, often with dire consequences." American Jewish Historical Society via Gilder Lehrman</i></p>
Support	<p>I fully support the proposed changes to Maryland's social studies frameworks, especially the inclusion of the Holocaust in 6th grade. Teaching about the Holocaust at an earlier grade level helps students understand the dangers of discrimination, intolerance, and authoritarianism. Learning this history is essential for developing critical thinking and empathy, ensuring that students recognize the importance of human rights and standing up against injustice.</p>	<p>Thank you for your support for the proposed revisions to Maryland's social studies frameworks. The revision including the Holocaust in 6th grade ensures that the intent—highlighting the impact of authoritarian regimes on human rights and access to economic and technological opportunities—is clearly communicated without unintended ambiguity.</p>

Response	Rationale	MSDE Response
Oppose	<p>The proposed revisions by the SFVC are not inclusive, nor was make-up of the SFVC as many perspectives were left out of the revision process.</p> <p>Many standards were revised to include and/or. For example: "Comparing and contrasting how early complex societies in Africa, Asia, and/or the Americas interacted with the environment to create thriving settlements," or "Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and/or Europe." This is not an exhaustive list. The addition of or provides educators with the option to teach or not teach certain regions of the world. In a Geography and World Cultures course, a teacher could only teach European history and limit students' exposure to other regions and cultures and still fall within the guidelines of the state standards. Including "and," and omitting "or" ensure a more diverse educational experience for Maryland students.</p> <p>The grade 7 standard on Jerusalem was revised to eliminate mention of Palestine or Palestinians. History is much more nuanced and deserves the inclusion of more than one perspective. That cross-out was the ONLY mention of Palestinians in the entire document. Islamophobia is mentioned once, while antisemitism is mentioned four times. This may be due to a lack of diverse perspectives included on the SFVC.</p> <p>Additionally, why were members of the SFVC asked to sign non-disclosure agreements? This doesn't seem like common practice for a public education institution that is supposed to be transparent and inclusive in its work.</p> <p>I do not have confidence in the revised social studies standards or in the committee that revised them. The proposed revisions take Maryland students back rather than move them forward with regard to their education and understanding of diverse perspectives in a global world. Do better.</p>	<p>The Standards and Frameworks Validation Committee (SFVC) included stakeholders from across the state of Maryland. Members can be found on the public-facing website.</p> <p>The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>Regarding the removal of specific references, we want to emphasize that our goal is to support inquiry-based instruction that encourages students to critically examine multiple perspectives and engage with complex global issues. To ensure instructional consistency, the framework focuses on contemporary events through 1980 (Camp David Accords), providing essential context for understanding modern Jerusalem and Middle East. We are committed to ensuring that all students have the opportunity to engage with a broad and balanced study of world history.</p> <p>Maryland students will continue to use disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p> <p>Members of the SFVC were not asked to sign non-disclosure agreements, but they were asked to sign confidentiality agreements. Confidentiality agreements are a common practice in collaborative curriculum and framework reviews, ensuring that draft materials remain in development until they are ready for public review. This process helps maintain the integrity of discussions and allows committee members to engage in candid and constructive dialogue. The agenda and minutes of meetings are posted to the public SFVC website.</p>

Response	Rationale	MSDE Response
Oppose	<p>My primary objection to these changes is the process by which they were made. The revisions were developed without sufficient input from diverse stakeholders and leaders in social studies education. Moreover, feedback from Maryland education leaders was repeatedly disregarded throughout the process. Instead, the revisions appear to reflect the influence of select special interest groups who were invited to participate without broader representation.</p> <p>Additionally, there is a fundamental misunderstanding on the part of MSDE social studies leadership regarding how standards are implemented by local education agencies (LEAs) and the significant challenges these changes present. Implementing new standards so soon after a rigorous, years-long revision process—one that engaged a diverse range of stakeholders—creates unnecessary disruption for both students and educators.</p> <p>Furthermore, these revisions demonstrate a lack of understanding of the importance of precision in social studies standards. For instance, throughout the revised 6/7 framework, the word "and" has been replaced with "and/or". While this may appear to offer flexibility, it significantly undermines the intent of diversifying the curriculum. With this change, a two-year course on European history could be taught without ever challenging students to engage with perspectives beyond a predominantly white narrative. This directly contradicts the intended goals of the course, the broader educational mission of Maryland, and the imperative to cultivate informed citizens in a diverse and pluralistic society.</p> <p>It is deeply disappointing that these concerns were repeatedly raised with MSDE staff and yet systematically ignored. I urge MSDE leadership to reconsider these changes in a way that genuinely reflects the expertise and input of Maryland's social studies educators and leaders.</p>	<p>The Standards and Frameworks Validation Committee (SFVC) included stakeholders from across the state of Maryland. Members can be found on the public-facing website. Feedback from Maryland education leaders, specifically social studies leaders, was considered and elicited in December of 2024. The SFVC made revisions per those recommendations. We also invited multiple groups to participate in the SFVC process and received feedback from two groups.</p> <p>Additionally, we would like to clarify that there are no changes being proposed to the <u>Maryland Social Studies Standards</u>. The Maryland Social Studies <i>Frameworks</i> are undergoing revisions.</p> <p>Further, the committee understands the challenges that come with implementing changes to frameworks, particularly after significant revisions have already been made. Our intention is not to disrupt instruction but to ensure that social studies education remains dynamic, relevant, and reflective of best practices. We remain committed to working with local education agencies (LEAs) to support implementation in a way that minimizes disruption while maximizing instructional impact.</p> <p>The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>The revisions in this document reflect the collective decisions of the SFVC which included social studies teachers and LEA social studies supervisors and coordinators and rather than those of MSDE staff. We appreciate and value all feedback received during the public comment period, and these insights will be carefully considered as we finalize the revisions.</p>
Support	<p>It's great that the war of 1812 is finally included. It's kind of weird that it wasn't already since Maryland played such a big role.</p>	<p>Thank you for your support for the proposed revisions to Maryland's social studies frameworks.</p>
Support	<p>I think these changes are really important, especially the one about Asian immigration in high school U.S. history. It's great that students will learn more about the experiences of Asian Americans and how they shaped the country. Adding the Holocaust to 6th grade is important too, because kids can learn the dangers of hate.</p>	<p>Thank you for your support for the proposed revisions to Maryland's social studies frameworks.</p>

Response	Rationale	MSDE Response
Support	When creating the state assessment, ensure questions from standards with an "or" reflect the overall understanding of the standard and not too specific to the event.	There are two state assessments, one for Middle School US History (8 th grade) and American Government (high school). Grades 6 and 7 do not have a state assessment.
Support with amendments	I respect the efforts of MSDE to create a culturally relevant curriculum that confronts our nation's history. I would encourage you to consider the LGBTQ community as well when you consider the role of public policy on marginalized groups.	The Maryland Social Studies Frameworks address multiple perspectives from many communities. There is great representation from many communities in the current frameworks that may not be reflected in the proposed revisions.
Oppose	The presented information does not truly embody those indigenous to Maryland, as well as offer insight to who these people are. Maryland is truly a pivotal area for American History and the authentic history must be taught.	The Maryland Social Studies Frameworks provides multiple opportunities to learn about American Indians (e.g., grades 4, 6, 7, 8, HS US History, HS Modern World History).
Support	I appreciate that it is written with a more inclusive lens.	Thank you for your support for the proposed revisions to Maryland's social studies frameworks.
Support	Holocaust education was needed. Thank you	Thank you for your support for the proposed revisions to Maryland's social studies frameworks.
Support with amendments	Xxx [sic]	

Response	Rationale	MSDE Response
Oppose	<p>The recommended edits for this framework modification should not be adopted. In order to be considered, the suggested edits across kindergarten through fifth grade should aim to reduce redundancy, remove ambiguous or misaligned terminology, and improve clarity within the curriculum framework. Key edits still needed include eliminating repetitive phrases such as “diverse” and “equitable,” which are unnecessary or vague, and adjusting wording to align more precisely with unit objectives. It also becomes a lightning rod for public comment that will likely cause a more contentious atmosphere from stakeholders. For example, in kindergarten, it is recommended to remove phrases like “emphasizing the importance of inclusive decision-making” and align terminology like “American” to fit the community-focused unit. Similar edits in higher grades, such as removing “including in Maryland” from the Civil War unit in grade 5, aim to streamline objectives without narrowing their scope. Lastly, Holocaust education is essential; however, having thoughtful and considerate learning indicators and objectives that include this topic is critical in primary and intermediate grades in elementary schools. The ones suggested in the edit are not aligned with curricular units, themes, ideas, and disciplinary literacy skills.</p> <p>Overall, these edits need to be clearer and include more purposeful language while avoiding buzzwords that do not enhance instructional clarity or inclusivity. Objectives and indicators should be developmentally appropriate; for example, it is recommended to remove the requirement for third graders to evaluate the Declaration of Independence and Constitution directly. This is a gentle reminder that students in grade 3 are typically 7 or 8 years old, still love Pokemon, and believe Santa Claus is real. Authentic conversations about the Declaration of Independence are possible in this age range, but not evaluations of the document.</p> <p>Suggested edits manufacture redundancy across the framework. The committee is urged to use more concise and meaningful language to present learning goals.</p>	<p>The SFVC intended to make the revisions’ language concise and clear. Final revisions will include changes to the language to reflect the focus on clarity and brevity. Furthermore, elementary students are not expected to do a close reading of the Declaration of Independence, rather they are expected to evaluate the principles embedded in it.</p> <p>While we agree that Holocaust education is essential, we align with the United States Holocaust Memorial Museum’s (USHMM) stance: “Students in grades six and above demonstrate the ability to empathize with individual eyewitness accounts and to attempt to understand the complexities of Holocaust history, including the scope and scale of the events. While elementary age students are able to empathize with individual accounts, they often have difficulty placing them in a larger historical context.”</p> <p>Finally, we understand that language can carry different meanings and emotions for different people. Our intention is not to replace traditional civic virtues but to reaffirm them in a way that reflects both historical ideals and the lived experiences of all students. Promoting mutual respect and civic engagement remains at the heart of social studies education in Maryland.</p>
Support	As a seventh grade teacher in MD I support the changes!	Thank you for your support for the proposed revisions to Maryland’s social studies frameworks.

Response	Rationale	MSDE Response
Oppose	<p>If the intent of the SFVC: Social Studies was to increase equity, inclusivity, and civic competence they appear to have done just the opposite. Is it possible that a mechanical error was made in the language for revisions in grade 6 and 7? The suggested revisions further limit such opportunities to explore marginalized cultures by revising the lists of regions under exploration to "and/or?" It is unclear how a global geography course could limit study to single regions by using the "and/or" in every objective requiring regional and global scales. This revision throughout the grade 6 and 7 frameworks sets the environment for a very Eurocentric curriculum. It is also very disheartening that the decision was made to remove the opportunity for students to analyze their contemporary world in the Middle East. Unlike any other unit in the two year course, this section ends in 1980. What unintended message does this send to students about this region of the world and about themselves as maturing young learners? Was this also an oversight in removing contemporary analysis in just this single unit? It is also concerning that the MSDE also chose to remove the the only acknowledgement of Palestinian people from this same section. One can only think that this was an oversight on behalf of MSDE and not an intentional exclusion or narrowing of content. If not, an explanation of intent should be added to the introduction of the frameworks as to not cause erasure or oversimplification of regional content.</p>	<p>The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>To ensure instructional consistency, the framework focuses on contemporary events through 1980 (Camp David Accords), providing essential context for understanding modern Jerusalem and Middle East. We are committed to ensuring that all students have the opportunity to engage with a broad and balanced study of world history.</p>

<p>Oppose</p>	<p>Anne Arundel County Public Schools (AACPS) appreciates MSDE's effort to, "improve student outcomes in social studies by ensuring curricular resources address the diverse needs, abilities, and interests of all students, while actively challenging racism and hate, through the alignment of educational resources and emergent needs." Unfortunately, the process used by the state's Standards and Framework Validation Committee: Social Studies (SFVC) to conduct the review limited opportunities for Local Education Agencies (LEA) to provide input and the committee's proposed revisions ultimately threaten to undermine its goal of content inclusivity.</p> <p>The SFVC meeting notes posted on the MSDE website indicate several missed opportunities for a more inclusive review process. Veering from state review protocols, this most recent revision was done with a small select committee including a handful of social studies supervisors and co-chaired by a representative from a local interest group. The ten remaining members of the committee included instructional specialists, social studies coordinators, and one parent. Three of the members are social studies supervisors currently responsible for secondary grade levels, two of whom are from comprehensive public-school systems and the third from the Department of Juvenile Services. All members were required to sign a nondisclosure agreement which prevented the exploration of ideas beyond the committee and blocked input from outside stakeholders thus privileging the unique viewpoints held by its members.</p> <p>The SFVC for social studies was convened for one hour each month in June and July 2024. Content reviews were done by grade level teams comprised of two – three members each. These teams began presenting their proposed revisions during the August through October meetings. On November 14, 2024, the SFVC voted to approve their recommended revisions. Without providing LEAs with prior notice of the dates, the revisions were then sent to LEAs with a five-day window to review and provide comment.</p> <p>During the December 19, 2024, meeting the SFVC reviewed the feedback provided by LEAs. The SFVC meeting minutes from that hour-long agenda indicate that the "meeting emphasized the importance of aligning curriculum content with educational standards and addressing feedback from supervisors and coordinators." The key points from the supervisor feedback included the use of "/or" in the grades 6 and 7 framework, and its danger in creating a Eurocentric</p>	<p>The Standards and Frameworks Validation Committee (SFVC) included stakeholders from across the state of Maryland, including three classroom teachers. Members can be found on the public-facing website. Moreover, MSDE uses SFVCs for other academic disciplines, making the SFVC the "state review protocol".</p> <p>Members of the SFVC were not asked to sign non-disclosure agreements, but they were asked to sign confidentiality agreements. Confidentiality agreements are a <i>common</i> practice in collaborative curriculum and framework reviews, ensuring that draft materials remain in development until they are ready for public review. This process helps maintain the integrity of discussions and allows committee members to engage in candid and constructive dialogue. To balance transparency, the agenda and minutes of meetings are posted to the public SFVC website.</p> <p>In January 2025, MSDE presented the proposed SFVC revisions to the Education Policy Committee (EPC) – not the "Curriculum Board of Education" – for the purpose of advancing the revisions to the 30-day public comment period. We provided one week for LEAs to provide feedback prior to proposing revisions to the EPC. Feedback provided by LEAs was taken into consideration, along with public comments, for further revisions. Furthermore, we are not aware of committee members who objected to the "/or" revision presented to the EPC, as the SFVC voted <u>unanimously</u> to accept the revisions (see the minutes from November 14, 2024.)</p> <p>Finally, the shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources. Furthermore, there is no intent to center the course exclusively on Western civilizations. The revisions preserve global perspectives, retain multiple non-Western case studies, and support geographic thinking across multiple scales. The structural integrity of the course, including its global orientation and geographic lens, remains intact. In fact, adjustments have been made specifically to ensure greater cultural balance and relevance.</p>
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	<p>curriculum. The meeting notes indicate that committee members also raised concern over the use of “/or.” One member is noted as recognizing the need for, “capturing dissenting opinions and ensuring diverse perspectives are considered and expresse[s] concerns about Eurocentrism in the curriculum and the importance of including diverse perspectives.” This issue was tabled for a “future meeting” and was never addressed prior to the publishing of the frameworks for public review.</p> <p>In January 2025 the MSDE presented the SFVC findings to the Curriculum Board of Education and the Education Policy Committee with no revisions to the use of “/or” as requested by LEA feedback and committee membership.</p> <p>The introduction of “/or” to the list of regions students are expected to learn in grades 6 and 7 geography has raised concerns by LEAs and SFVC members. Doing so creates the potential for a Eurocentric curriculum. For example, “Students will evaluate the regional and global causes and consequences of globalization by contrasting the long-term impacts in Asia, Europe, the Americas, and/or Africa.” The addition of “/or” complicates the expectations in two ways. First, educators may now only choose to use Europe in their evaluation. Second, removing the expectation to include each region makes the scaling of the framework nonsensical. The global, regional and local scales introduced on page 2 of the framework overview are expected to be applied to content throughout the frameworks. This is not possible if a single region is selected from a list containing “/or.” How does one analyze on a global scale - large scale patterns occurring in several areas of the globe - if only Europe is selected by the teacher? Or Europe and the Americas only? Doing so would only require students to evaluate on a local or regional level and not the global level.</p> <p>MSDE’s driving interest in ensuring curricular resources address the diverse needs, abilities, and interests of all students is important and aligns with the work being done in AACPS. The core beliefs of the AACPS are belonging, equity, innovation, integrity, and safety. Priority One of the AACPS Strategic Plan is to ensure that all students are exposed to high academic expectations, rigorous curriculum, and engaging learning environments to meet individual needs and foster lifelong learning. The SFVC recommended revisions to social studies frameworks in grades 6 and 7 erode the state’s ability to be “a system of world-class schools where students acquire knowledge and</p>	
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Response	Rationale	MSDE Response
	<p>skills necessary for success in college, career, and life." Approving these recommendations would be a notable divergence from the work taking place at MSDE and in LEAs like AACPS.</p> <p>The AACPS appreciates the leadership and bold initiatives underway at MSDE. In the case of the SFVC for social studies additional time and input from LEAs would strengthen that work. Thank you for your consideration of the aforementioned concerns.</p> <p>Please do not hesitate to contact the AACPS Division of Curriculum, Instruction and Assessment should you have questions regarding the information contained in this comment.</p>	
Oppose	<p>The framework is still vague and leaves much up to the interpretation of the LEAs.</p> <p>The proposed language revisions to the 6th and 7th grade frameworks appear to be unrealistic. First, there is too much content being crammed into these two grade levels. In addition, while the inclusion of "and/or" offers teachers a degree of autonomy, it also creates the potential for certain narratives to be intentionally or unintentionally omitted. Social Studies instruction should not be a space where any narratives are excluded, as it is essential to provide a comprehensive and inclusive understanding of history and society.</p> <p>Additionally, the new language in unit 7 of 7th grade could easily cross into insensitivity if care isn't taken to acknowledge the deep emotions and complex histories involved. It's essential to recognize the diverse perspectives on Jerusalem and be mindful of the trauma and ongoing conflicts that many individuals and communities experience, and continue to experience.</p>	<p>The shift to an "and/or" format was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>To ensure instructional consistency, the framework focuses on contemporary events through 1980 (Camp David Accords), providing essential context for understanding modern Jerusalem and Middle East. We are committed to ensuring that all students have the opportunity to engage with a broad and balanced study of world history.</p>
Support	<p>The analysis of global pandemics in 6th grade seemed like material that is too advanced for the age and maturity level of the average 6th grader.</p>	<p>Thank you for your support for the proposed revisions to Maryland's social studies frameworks. The 6th grade unit 4 (Movement of Pathogens and Ideas) will be designed at a developmentally appropriate level.</p>

Response	Rationale	MSDE Response
Oppose	As a retired 4th grade teacher, I feel like the section in 3rd grade, relating to the documents, is in wrong place, chronologically. I think it makes more sense to integrate into 4th grade. I, also, think The Mayflower Compact should be included with the documents, since it was a rare example of the people creating laws/rules for community living. I would, also, suggest that Native Americans have a bigger piece in the comparisons of peoples using their environment for survival...plus kids love it! Thank you (name removed for privacy)	Third grade students are not expected to do a close reading of the documents (e.g., Declaration of Independence, Constitution), rather they are expected to evaluate the principles embedded in them. In 4 th and 5 th grades, students analyze the founding documents to obtain the necessary background knowledge required in Grade 8 US History. There is an objective in Grade 4, Unit 2 related to American Indians "using their environment for survival": <i>explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.</i>
Support	I am a teacher and a mother of children in public school, and I support these revisions.	Thank you for your support for the proposed revisions to Maryland's social studies frameworks.
Support with amendments	With regard to the teaching of History there appears to be no change. BluePrint Publishing is an organization which has identified three main flaws in this domain which appears to form the basis of structurally embedded racist ideology. These three flaws are considered themes which transcend History and the Humanities. These are characterized simply as "ommission," "misappropriation," and "juxtapositioning." Founded in 2014 and launched in 2024 with a complete overhaul for Science, Art and the Humanities, we have a complete BluePrint prepared for your review. Contact shema@theblueprints.org for more information.	The Maryland Social Studies Frameworks address multiple perspectives from many communities. There is great representation from many communities in the current frameworks that may not be reflected in the proposed revisions.

Response	Rationale	MSDE Response
Oppose	<p>1. Standard 2.0, "Peoples of the Nations and World," is currently absent from the elementary curriculum. To adequately address diversity and the responsibility to promote it within the Social Studies Standards and Frameworks document, the inclusion of indicators that "recognize multiple narratives and acknowledge the diversity and commonality of the human experience" is essential. Furthermore, a clear definition of diversity, as it pertains to Maryland, is needed. This definition should inform the development of indicators that effectively foster understanding and acceptance of diversity.</p> <p>2. The elementary social studies indicators require revision to ensure a clear developmental progression from Pre-K through Grade 5. Currently, inconsistencies exist between grade levels, hindering a logical skill-building sequence. For example, the Pre-K Unit 1 definition of freedom ("defining freedom as being able to choose what your life looks like without interference from others, and defining equality as the same freedoms that are held by all people") presents a more complex understanding than the Kindergarten Unit 1 definition of freedom. Several similar discrepancies throughout the MSDE social studies indicators necessitate review and adjustment to ensure age-appropriate and sequentially progressive learning experiences.</p> <p>3. The MSDE framework incorporates numerous abstract concepts without providing practical guidance for classroom implementation. For example, expecting second-graders to "explore governing powers and harness those powers" is developmentally inappropriate.</p> <p>*I welcome further discussion about the specific indicators. It's just not possible to fit everything I'm thinking into this tiny box. I'm happy to discuss them further anytime. I'm on the BCPS social studies team, so feel free to reach out if you'd like to contact me.</p>	<p>1. The elementary frameworks include Standard 2.0. For one example, see Grade 4, Unit 1. MSDE's Social Studies branch will not provide a definition of diversity, but LEAs are free to do so as they see fit in their local context.</p> <p>2. The scope of work expressed is beyond the scope of the SFVC's purpose.</p> <p>3. Maryland is a local control state. Thus, the MSDE frameworks do not provide guidance for classroom implementation by design because implementation is left to the LEA. The role of the LEA is to create or adopt curricula that interpret and synthesize the frameworks in a digestible way for students.</p>
Support with amendments	<p>Thank you for accepting suggestions for amendments/corrections to the proposed Social Studies Standards and Framework. I believe either spell check or grammar check has created an error in the document. Throughout the document and/or is noted. It should always be and. Inserting or implies the ability for a teacher to choose Euro or Afro centered curriculum. Teachers must teach both.</p>	<p>The shift to "and/or" was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p>

<p>Oppose</p>	<p>I oppose these changes for several reasons:</p> <ol style="list-style-type: none"> 1. The process used to revise these standards was significantly narrower in terms of participation than past efforts. In each of the previous framework revisions in 1996, 2006 and starting in 2016, each grade level framework had between 20-30 participants. The current process had 2-3 people for grade bands which does not allow for enough perspectives for each grade band, let alone each grade level. In addition, the inclusion of a singular special interest group raises serious questions about the balance and agenda of the revisions. There was no inclusion of Islamic, Sikh, Native, conservative, and numerous other perspectives. This severe lack of viewpoint diversity undermines the legitimacy of the work. 2. The time frame. Previous revisions of state frameworks have taken 18 months. That is 18 months for each grade level or course, not 18 months for every grade level and course. These processes included multiple iterations of the revisions with significant opportunities for the LEA social studies supervisors to provide feedback, review by academic experts, and a significant cross-section of the social studies community. This inclusive and patient process resulted in documents that were teachable and had buy-in. The current truncated and needlessly rushed time frame has resulted in a document that lacks internal consistency, adds topics that are not developmentally appropriate, significantly alters framework structures, and has decimated the necessary buy-in from LEAs. 3. Content decisions. The majority of concern is centered on the content decisions made regarding the grade 6 and 7 frameworks. This framework was approved by the state board in February 2024. Since then districts have invested in curriculum development and professional learning. Vendors have developed resources aligned to the 2.24 version. The proposed revisions upend newly published resources and significantly delay the implementation of the grade 6/7 courses. The changes suggested in this revision do not merit the downstream impacts on LEAs and students. <p>In the 2019, the grade 6/7 framework was constructed on three agreed upon premises negotiated by the LEA social studies supervisors:</p> <ol style="list-style-type: none"> 1. Be structured around geographic themes. 2. Provide students multiple opportunities to engage topics that define the modern world in which they live. 	<p>1. Process and Participation</p> <p>While this revision cycle may have involved fewer participants per grade band than in past efforts, it is important to clarify that this was a targeted and structured process designed to ensure alignment across grade bands and integrate feedback from multiple stakeholders. The smaller working groups were not intended to limit perspectives but to enable more efficient synthesis, revision, and validation of previously approved content. These revisions are framework-level updates—not full standards rewrites - and they build upon the groundwork laid during the 2016–2023 revision cycle, which did include broader participation.</p> <p>Additionally, there was no inclusion of any <i>singular</i> special interest group with undue influence. Rather, input was gathered from a diverse cross-section of educators, supervisors, and community members. The intent was to ensure cultural responsiveness, academic rigor, and alignment to inquiry-based learning practices, not to advance any specific ideology. The claim that this revision process lacked viewpoint diversity overlooks the continued opportunity for local education agencies (LEAs) to adapt and extend the framework to reflect their communities' unique needs and perspectives - including those of various faiths and ideological orientations within their local context. The framework itself does not restrict the inclusion of Islamic, Sikh, Native, or conservative perspectives; in fact, it supports LEA flexibility in making those additions.</p> <p>2. Timeline and Approach</p> <p>We acknowledge that this revision occurred on a condensed timeline. However, this was necessary to address significant feedback from stakeholders, including concerns about alignment, clarity, and cultural balance in the previously adopted frameworks. The revisions were not undertaken lightly or capriciously; they reflect an intentional effort to preserve the instructional intent of the 2024 frameworks.</p> <p>Importantly, these revisions are refinements—not full overhauls - based on existing approved content. Internal consistency and teachability remain at the heart of the framework's structure, and care has been taken not to disrupt core elements of the frameworks, particularly in Grades 6 and 7. These updates aim to strengthen - rather than dismantle - the foundations laid by earlier iterations.</p> <p>3. Grade 6 and 7 Content Adjustments</p> <p>We understand the concern around continuity and investment, particularly as LEAs and vendors have begun developing materials based on the February 2024 version. However, the revised frameworks do not</p>
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	<p>3. Set the stage for the grade 8 United State History course that is tested by the state.</p> <p>The changes to the grade 6 and 7 framework significantly alter the purpose and structure of the course. The intention of the course is to have students examine the world through a geographic lens via case studies. The final case study in each unit was expressly designed to allow students to examine the world in which they live (something that have not yet done in social studies). In addition, the course is designed to have students look at geographic changes from multiple scales (global, regional, etc.). The changes suggested do not make any alterations to the scale at which the events are being examined. This in turn creates significant confusion in the development of curriculum. The proposed revisions dramatically alter this course by:</p> <p>1. In many instances, the final case study in each unit has had the dates changed to remove an investigation of a late 20th/early 21st century example of the geographic process. For example, the migration unit, starting in 1300 with the movement of disease will not allow students to examine a current and contemporary example. Teachers will teach the Bubonic Plague and then move on. This happens in several locations and mutes one of the three goals in developing this course.</p> <p>2. The addition of the and/or convention to the objectives allows districts to choose the parts of the world they examine. By default, this will lead to the selection of western history topics to the exclusion of those from Africa, Asia, Oceania. The addition of the and/or convention does not appear anywhere else in the frameworks. This was intentional as the frameworks establish a baseline for what must be taught. Districts can always add more, but now, with the use of and/or, there will be great variability in what is taught from district to district.</p> <p>3. The overall result of the changes in the aggregate is to make this course into a western civilization course.</p> <p>Also, the addition of the War of 1812 to the grade 5 elementary framework is problematic not because of its inclusion, but the essential question to which it is tied. The framework revisions call on students to determine: How did the War of 1812 prepare the nation for the constitutional challenges during the Civil War? How did it? There are no instructional materials nor scholarship to support this question. How can the frameworks ask students to do something that has no tie to the historical record?</p>	<p>fundamentally alter the scope or purpose of the Grades 6 and 7 courses. The revisions retain the key goals: geographic themes, global perspective, and connection to modern issues - all within a developmentally appropriate and instructionally sound structure.</p> <p>In response to your specific content concerns:</p> <p>On the Bubonic Plague and "Case Studies"</p> <p>The Bubonic Plague will remain as a content topic within the frameworks.</p> <p>On the Use of "and/or" Language</p> <p>Following broad-based feedback, nearly all instances of "and/or" language have been removed from the frameworks to preserve clarity and instructional consistency. We acknowledge that frameworks set a baseline for instruction and that LEAs have always had the ability to build upon them. The shift to "and/or" was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of "and/or." Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>On the Concern of Shifting to a "Western Civilization" Focus</p> <p>There is no intent to center the course exclusively on Western civilizations. On the contrary, the revisions preserve global perspectives, retain multiple non-Western case studies, and support geographic thinking across multiple scales. The structural integrity of the course, including its global orientation and geographic lens, remains intact. In fact, adjustments have been made specifically to ensure greater cultural balance and relevance. Further, local education agencies may extend the framework to reflect their communities' unique needs and perspectives - including those of various faiths and ideological orientations within their local context.</p> <p>The War of 1812</p> <p>Thank you for raising concerns about the essential question related to the War of 1812. In response to feedback, the War of 1812 has been removed by the SFVC as a proposed revision.</p>
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Response	Rationale	MSDE Response
	Maryland students and teachers deserve better than this.	
Oppose	Maryland continues to be obsessed with DEI. This is a marxist based philosophy that is damaging our society and school system. Most of the country is against this stuff and I think it is time for Maryland to step back and focus on educating our kids in a very very competitive world. Get the opinion of parents more broadly before focusing on these DEI concepts. Many many people are against it.	The SFVC included stakeholders from across the state of Maryland, including parents. In addition, the SFVC heard from multiple groups with different perspectives and did not adhere to a single ideology while crafting revisions.
Support	Thank you for keeping diversity alive	

Response	Rationale	MSDE Response
Oppose	<p>1) You need someone with experience in child development to be part of the planning for revisions. So much of this is drastically over the heads of the grade levels you are targeting.</p> <p>) We need to teach geography. If you want kids to be accepting of people from all walks of life, they need to understand geography. The geography units need to be changed. Kids do not know the difference between a town, a state, or a country. If we really want to "educate to stop the hate" we need a curriculum that is not so self centered. Everything is in relation to Maryland. We need to teach geography, kids will be more accepting if they are able to relate and understand where others are coming from and why their culture is different. Understanding geography can also help with the historical part of our curriculum. One example, it is very difficult to understand people leaving England to find a better life when they do not even know where England is, or that it is a country.</p>	<p>1. Developmental Appropriateness and Child Development Expertise We agree that ensuring content is developmentally appropriate is essential to high-quality teaching and learning. We welcome the suggestion to deepen collaboration with child development specialists, especially during future resource development and implementation phases.</p> <p>Importantly, it's worth noting that out of 757 total objectives across PreK - 12, only 57 objectives - or roughly 7% - have proposed revisions. This includes about 11% in PreK - 5, and within those, the edits aim to clarify expectations and improve alignment with how children learn social studies content over time.</p> <p>2. The Importance of Geography Education Your point about the need for robust and meaningful geography instruction is deeply appreciated - and strongly echoed in the intent of the frameworks. We agree that geographic literacy is critical to helping students better understand their communities, other cultures, and global interconnections. Far from sidelining geography, the revised frameworks are designed to <i>integrate</i> geographic thinking across grades. For instance, the Grade 6 and 7 courses are built around geographic themes, including movement, human-environment interaction, and cultural diffusion - precisely to build students' capacity to understand not only where people live, but <i>why</i> they live there and how place shapes identity, beliefs, and conflict.</p> <p>Your concern about students not knowing the difference between a town, state, or country is exactly why geography is embedded from the earliest grades. For example, in the elementary grades, students are introduced to spatial awareness, map and globe skills, and concepts of scale that build progressively across grade levels. The inclusion of Maryland in some objectives is intentional - not to be self-centered—but to use the familiar as an entry point to develop abstract thinking. As students grow, the scale of inquiry expands, moving from local to national to global contexts.</p> <p>We also share your belief that geography supports empathy. When students understand the physical and cultural contexts from which people come, they are more likely to appreciate diverse perspectives - a cornerstone of the civic mission of social studies.</p>

<p>Support with amendments</p>	<p>HS- Unit 5: Globalization, Terrorism, and Political Polarization (1992—present) 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.</p> <p>Why is anti- Asian hate called out and not part of the umbrella of racism?</p> <p>Grade 6th-8th - Why is there a choice of what civilizations to discuss? Africa, Asia, and/or Americas? This will lead to teacher bias. Students need to know that there are many civilizations with great histories.</p> <p>I am now curious to know how the Trans-Atlantic Slave Trade will be covered in American History.</p>	<p>High School Unit 5: On Naming Anti-Asian Hate Separately from Racism</p> <p>The decision to name specific forms of hate - such as antisemitism, Islamophobia, and anti-Asian hate - alongside racism and xenophobia reflects a commitment to both inclusivity and instructional clarity. While these can be considered under the broader umbrella of racism or bias, naming them individually ensures that their unique histories, expressions, and impacts are explicitly acknowledged.</p> <p>For example, anti-Asian hate has distinct historical and contemporary manifestations in the U.S., from exclusionary immigration policies like the Chinese Exclusion Act to the rise in hate crimes during the COVID-19 pandemic. Naming it helps prevent erasure and encourages deeper engagement with specific experiences and policy debates that might otherwise be overlooked. This mirrors similar reasoning for calling out antisemitism and Islamophobia, both of which have distinct lineages and consequences that merit dedicated attention within the broader study of prejudice and public policy.</p> <p>That said, we understand how this choice might prompt questions about consistency. We are committed to revisiting language for clarity and balance, and appreciate your perspective as we continue refining the framework and accompanying instructional supports.</p> <p>Inclusion of “and/or”</p> <p>Following broad-based feedback, nearly all instances of “and/or” language have been removed from the frameworks to preserve clarity and instructional consistency. We acknowledge that frameworks set a baseline for instruction and that LEAs have always had the ability to build upon them. The shift to "and/or" was intended to provide flexibility for local districts while maintaining rigor and breadth in instruction. That said, we understand the concern that this could result in a narrowed focus in some contexts. As a result of feedback we received, we removed nearly every instance of “and/or.” Ensuring that all students engage with a diverse and global perspective remains a priority, and we will continue to explore ways to reinforce that expectation within the frameworks and accompanying resources.</p> <p>On Coverage of the Trans-Atlantic Slave Trade in U.S. History</p> <p>The Trans-Atlantic Slave Trade is addressed explicitly in both middle and high school U.S. History courses. In middle school, students explore the development of chattel slavery and its impact on both African societies and the Americas, including the economic and human cost of the Middle</p>
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Response	Rationale	MSDE Response
		<p>Passage. In high school, this content is deepened through the lens of institutional slavery’s expansion, its role in shaping national policy and sectional conflict, and its lasting legacy on American society and racial inequality.</p>
Oppose	<p>Too much diversity, equity, and inclusion. You will risk losing federal funding because you WILL be reported if this passes. In addition, there is incorrect information about limitations on voting.</p>	<p>Maryland is committed to preparing students for civic life in a diverse democracy. This means helping them understand the full scope of American history and government—including the experiences and contributions of all people, as well as the challenges we continue to face as a nation. Diversity, equity, and inclusion are not partisan concepts; they are educational principles that help ensure every student sees themselves in the curriculum and is equipped to engage thoughtfully with others in society.</p> <p>Regarding the concern about voting content: all instructional materials related to voting are based on publicly available, nonpartisan sources, including constitutional amendments, court rulings, and data from institutions like the U.S. Census Bureau and the U.S. Department of Justice. We understand the importance of accuracy, especially around civic topics, and we are committed to continuous review and refinement.</p>

<p>Oppose</p>	<p>These suggested edits for the Maryland Grades 6/7 Social Studies Framework imply that the review committee lacks a fundamental understanding of the pedagogical structure of the standards. I offer the following explanation as a foundation for arguments against the suggested edits:</p> <p>The Frameworks are intended to serve as a two year thematic human geography course that looks at the patterns of human movement, systems, and interaction with the environment over space and time. Each unit is designed as an inquiry based study and intentionally culminates with a modern issue that capitalize on students' natural curiosity as the issue is present in their daily lives.</p> <p>For example, Unit 3 serves as a study of the human political systems across space and time. As it is originally written, the unit begins with a comparative study of the earliest state formations. Students then study the next major shift in political structures as theocracies of the medieval world, followed by a comparative exploration of the effectiveness of democratic revolutions. The unit culminates with the modern issue of the rise of authoritarian regimes and prompting students to question their vitality in the 21st century.</p> <p>Throughout each unit, students are tasked with comparing case studies from local, regional, and global perspectives. This deliberate exercise in geographic thinking encourages students to identify patterns across space and time. The inquiry-based pedagogical flow of the frameworks, along with the intentional use of comparative case studies and geographic lenses, underpins the foundation for my subsequent comments.</p> <p>Replacing "and" with "and/or" throughout the Frameworks has the potential to undermine diversity within the Framework and expose teachers, schools, and districts to cultural and legal challenges. The intention of the framework is to offer comparative case studies that promote diversity across different spatial scales. Requiring teachers or districts to focus on a single case study from one global region, instead of various ones, could inadvertently shift the curriculum back to a Eurocentric perspective, defeating its intended purpose.</p> <p>Additionally, replacing the word "and" with "and/or" or "or" in case study analyses removes the protection provided by the Maryland State Department of Education (MSDE) for teachers, schools, and districts that choose to explore more diverse case studies but face pushback from their</p>	<p>Clarifying the Pedagogical Intent of the Framework</p> <p>We agree wholeheartedly with your description of the 6–7 Framework as a two-year thematic course rooted in human geography, inquiry, and comparative case study analysis. The emphasis on examining patterns across space and time, connecting historical and contemporary phenomena, and encouraging geographic thinking is central to the design and vision of this framework. Your explanation provides a powerful articulation of how each unit builds meaning and supports the intellectual development of middle school learners.</p> <p>Use of "and/or" and the Protection of Diverse Case Studies</p> <p>We acknowledge your concern about the use of "and/or" and appreciate the emphasis you place on the importance of maintaining comparative case studies that highlight diversity. Based on similar feedback, nearly all instances of "and/or" have been removed from the revised framework to uphold the pedagogical intention of comparison and to avoid inadvertently encouraging singular or narrower instructional perspectives.</p> <p>Bubonic Plague and Unit Coherence</p> <p>The Bubonic plague will remain as a content specific content topic based upon feedback.</p> <p>Regional References and Legal/Cultural Concerns:</p> <p>Regarding the concern that removing specific regional references might leave districts vulnerable to legal or cultural conflicts, we'd like to emphasize that these revisions apply to the <i>frameworks</i>, not the <i>standards</i> themselves. The standards remain intact and continue to provide a foundation for curriculum development. The changes made to the framework are designed to allow LEAs the flexibility to tailor instruction in a way that is both locally relevant and inclusive, while maintaining alignment with the state standards. There is no legal ambiguity introduced by the revision; rather, the broader phrasing empowers teachers and districts to engage their communities through responsive, diverse, and rigorous curricular decisions that reflect local contexts while remaining standards-aligned.</p> <p>Unit 7.4 and the Use of "Jerusalem" vs. "Holy Land":</p> <p>With respect to the terminology shift from “Holy Land” to “Jerusalem,” we acknowledge that this change narrows the focus. However, it is an intentional decision to align the unit’s first objective with the rest of the content in the unit, which centers explicitly on Jerusalem. This change still preserves the ability for LEAs and curriculum writers to make meaningful cultural and religious connections to other Abrahamic faiths throughout the Middle East, should they choose to do so.</p>
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	<p>community. The use of "and" safeguards the rich diversity of the frameworks and protects educators and districts from potential hostility from school boards or communities.</p> <p>While the inclusion of the Holocaust in Unit 3.4 is commendable, it leads to content redundancy and disrupts the pedagogical structure of the Frameworks. The Holocaust is thoroughly covered in other units (Unit 4.3 Decolonization and Unit 7.4 Jerusalem). The focus of the Authoritarian Regimes topic at the conclusion of Unit 3 is designed as a contemporary issue for students to delve into after studying the evolution of governance throughout history. Extending this content to the Holocaust would result in repeated emphasis across consecutive units, thereby detracting from the goal of examining a modern 21st-century issue.</p> <p>The Bubonic Plague should be retained as a separate unit of study in Unit 4, not combined with 4.4 Pandemics. The intention of this unit is to study the effects of human movement- when people move, so do their ideas and diseases. The unit explores the movement of faith and disease in early history and moves to the modern idea of decolonization (freedom and national sovereignty). It culminates with the modern issue of pandemics, including the impacts and responses locally, regionally, and globally. The Bubonic Plague needs to be a stand alone content because it is the most famous and well documented pandemic in medieval history. It serves as a historic baseline of study for the catastrophic consequences of mishandled pandemics. Students are expected to apply lessons from this study to the unit's culminating modern issue of Pandemics. Combining these topics together would not only create an unbalanced unit, it would also disrupt the pedagogical flow and coherence of the curriculum.</p> <p>In Unit 6.3, the suggested edits once again show a lack of understanding of the pedagogical structure of the frameworks. The indicator states that students are to evaluate the regional and global causes and consequences of capital markets and the objective identified the regions. However the suggested edit would remove the regions leaving a vague interpretation for teachers and districts that could easily land them in legal and cultural grey zones with their local school boards and communities. The specific regions identified in the original standards preserve the academic safety and integrity of the classroom and standards.</p>	<p>In terms of the suggested timeline change - ending the unit in 1980—we fully recognize the value of engaging students in current global events and the importance of helping them build connections between the past and present. However, we also recognize that some topics, particularly those that involve ongoing violent conflict, require appropriate time and distance to be explored in an authentic, empathetic, and developmentally appropriate manner. The 1980 cut-off point still allows for an exploration of contemporary history and provides a manageable scope for students to examine the roots of the ongoing conflict. This approach supports deeper understanding while avoiding the pitfalls of overextension or shallow treatment of complex and sensitive issues. And of course, LEAs remain free to expand upon the frameworks in ways that align with their curricular priorities and community needs.</p>
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Response	Rationale	MSDE Response
	<p>While I empathize with the intention behind shifting the timeline of Unit 7.4 to 1880-1980 in light of the ongoing conflict, such a timeline shift would disrupt the pedagogical flow of the framework. Unit 7 is designed to explore the power struggles in unique global contexts resulting from colonialism and imperialism. The unit culminates with the modern issue of Jerusalem and the Israeli-Palestinian conflict, an ongoing and highly relevant current event. By pushing the timeline back, we would lose the opportunity for students to engage with a contemporary issue and to understand a conflict as it unfolds. This would deprive them of a crucial learning experience and the chance to apply historical perspectives to present-day situations.</p> <p>Additionally, replacing the phrase "Holy Land" with "Jerusalem" eliminates the opportunity for students to make local and regional cultural connections with other Abrahamic faiths throughout the Middle East. Identifying patterns across space and time is a fundamental objective of the frameworks. Preserving the term "Holy Land" ensures that students can explore these interconnections and develop a deeper understanding of the cultural and religious significance across the region.</p>	

Response	Rationale	MSDE Response
Support with amendments	<p>Thank you for these revised frameworks which address the concerns that were the impetus for this revision. Here are a few more additions that we believe would strengthen the framework:</p> <p>Pg. 12, Grade 6 Unit 4, The Decline of Empires (1945-1997 CE). We recommend adding a list of decolonization movements which sprang up during the period covered in this standard, and including Zionism in this list. Jews' indigeneity in the region was recognized by the international community, and the establishment of the State of Israel is an important example of decolonizing an indigenous homeland. The standard would be strengthened by providing a list of other decolonization movements, including decolonization in India, North Africa, and French Indo-China.</p> <p>Pg. 14, Grade 7 Unit 7, Jerusalem (1880 CE-1980). In the first bullet for this content topic, we recommend reordering the list of religions in which Jerusalem has religious significance. The list should be in chronological order, beginning with Jews followed by Christians and then Muslims.</p> <p>In the initial draft of the High School American Government Framework, on page 9, under Structure and Origin of Government, Types of Government, we recommend expanding the second bullet under Indicator and Objectives by adding a list of examples of democratic and authoritarian political systems, and including Israel on the list of democratic systems</p> <p>submitted by Sara Winkelman, JCRC Director of Education Programs & Services</p>	<p>We truly appreciate your detailed suggestions for enhancing content across multiple grade levels.</p> <p>Your recommendation to include a broader list of decolonization movements in Grade 6, Unit 4 is well taken. We also recognize that interpretations of specific movements, such as Zionism, vary, and we will continue to approach such topics with careful consideration and commitment to accuracy and inclusivity.</p> <p>Regarding your suggestion on Grade 7, Unit 7 (Page 14) to list the religions for which Jerusalem holds religious significance in chronological order, we're pleased to share that this revision has already been incorporated by the committee. We appreciate your attention to historical accuracy and the constructive nature of this feedback.</p> <p>For the High School American Government Framework, your suggestion to expand the examples under "Types of Government" to include both democratic and authoritarian systems is well aligned with our goals for civic literacy. Including Israel as an example of a democratic system, alongside others from around the world, can help students better understand the diversity of governance structures and their impact on people's lives.</p>

Response	Rationale	MSDE Response
Support with amendments	<p>Thank you for allowing the public to comment on the SFVC proposed document. I also would like to appreciate the Committee's efforts with this proposal. My only comment will be to expand this document to include as many cultures and geographical regions as possible. For example one of the "indicators and objectives" for Grade 6 content states ..."Comparing and contrasting how early complex societies in Africa, Asia, and/or the Americas interacted with the environment to create thriving settlements." I suggest to expand this to include more cultures and geographical regions. Also, the phrase "and/or" makes the objective optional, so I suggest using "and" to make students' exposure to this content broad.</p>	<p>Your suggestion to expand the Grade 6 objective to include more cultures and geographical regions is well taken. One of the guiding goals of the committee has been to ensure that students see the rich complexity and interconnectedness of global civilizations, particularly those that have historically been marginalized in curricula. As we move forward in refining the framework, we will consider more inclusive language and the potential for additional objectives or clarifying language to ensure comprehensive representation.</p> <p>We also appreciate your point about the use of "and/or." While that phrasing was intended to provide flexibility for local implementation and ensure instructional depth, we recognize the importance of clarity and equitable exposure. Based on similar feedback, nearly all instances of "and/or" have been removed from the revised framework to uphold the pedagogical intention of comparison and to avoid inadvertently encouraging singular or narrower instructional perspectives.</p>

Response	Rationale	MSDE Response
Oppose	<p>When teaching the Revolutionary War in 4th grade, hopefully you are including activities that ensure students know about the Founding Fathers, the Declaration they wrote, and the risks that they took. Also there is quite a gap between 4th and 5th grade. In 4th grade (Harford County), we used to include the new government formed under the Constitution and the Bill of Rights. Celebrating "Constitution Day" in the Fall (which probably has been totally dropped by now) is not enough.</p> <p>Likewise, you can teach students to respect other people without including the currently emotionally charged words of "diversity, equity, and inclusion ". Drop the DEI terminology and reinforce old fashioned American concepts like respect, fair play, community involvement, fortitude, etc.</p>	<p>Thank you for taking the time to share your reflections on the teaching of the Revolutionary War and early U.S. government in elementary social studies, as well as your thoughts on civic values and terminology used in the framework. We appreciate your engagement in the public comment process and your commitment to ensuring students receive a strong foundation in American history and civic life.</p> <p>Revolutionary War Content in 4th Grade</p> <p>The committee agrees that it is vital for students to understand the key figures, foundational documents, and courageous choices that shaped the founding of the United States. The draft 4th-grade framework includes standards that address the causes and consequences of the American Revolution, the role of the Founding Fathers, and the significance of the Declaration of Independence. We also encourage the use of classroom activities that help students explore the risks, debates, and ideals that influenced our nation's founding</p> <p>Addressing the 4th to 5th Grade Gap</p> <p>We appreciate your feedback regarding the historical content traditionally included in 4th grade, such as the Constitution and the Bill of Rights. In our revised framework, content has been thoughtfully sequenced to allow for deeper exploration of the formation of the U.S. government and constitutional principles in 5th grade, as part of a broader study of the development of American democracy. We recognize the importance of reinforcing this content across grades, and we continue to support opportunities for local systems - like Constitution Day - to honor and teach these critical civic foundations.</p> <p>Terminology</p> <p>We understand that language can carry different meanings and emotions for different people. Our intention is not to replace traditional civic virtues but to reaffirm them in a way that reflects both historical ideals and the lived experiences of all students. Promoting mutual respect and civic engagement remains at the heart of social studies education in Maryland.</p> <p>Once again, thank you for your thoughtful feedback. Your perspective contributes meaningfully to the ongoing dialogue about how we best prepare our students for informed, responsible, and engaged citizenship</p>

<p>Support with amendments</p>	<p>March 3, 2025</p> <p>March 3, 2025 Maryland State Department of Education Social Studies Standards and Frameworks Validation Committee Office of Instructional Programs and Services</p> <p>Dear Committee Members: After reviewing your proposed revisions to the Maryland Social Studies Frameworks, we commend your efforts to improve their quality and are impressed by your expressed goals of equity, inclusivity, and civic competence. We also appreciate the opportunity to share our input and recommendations during the period for public comments so you may consider them as you strive to enhance these vitally important resources that help meet the needs of all your students and teachers.</p> <p>With nearly 14 million Latino students representing more than 25% of our K-12 public school students nationwide teaching accurate US history is even more important. The Maryland at a Glance - Strategic Plan states that “the Hispanic/Latino student population grew significantly from 2017 to 2023” and that currently 22% of students are Hispanic/Latino. As “Maryland’s student population is becoming increasingly diverse” it’s essential for our future workers, businesspeople, community leaders, and public officials to learn about the contributions and experiences of all Americans, including Latinos, the country’s largest racial/ethnic minority.</p> <p>In May 2023, UnidosUS, the nation’s largest Hispanic nonpartisan civil rights organization—and the Johns Hopkins University (JHU) Institute for Education Policy published a joint report titled: Analyzing Inclusion of Latino Contributions in U.S. History Curricula for High School highlighting how Latino perspectives and contributions are largely excluded from widely used high school U.S. History textbooks. The analysis revealed that only 13% of key topics on Latino contributions are even mentioned, typically in five or fewer sentences. Even when mentioned, they often lack authenticity, agency or demonstrate a complete failure to cover many seminal events in the American Latino experience.</p> <p>As outlined in the report, researchers relied on US History high school teachers and five college professors and/or historians as main content advisors for the creation of a list</p>	<p>We sincerely appreciate the time and care you’ve taken to provide meaningful feedback, and we are grateful for the work UnidosUS continues to do to support equity and excellence in education nationwide.</p> <p>Your comment aligns closely with our vision for Maryland’s social studies programs—to ensure that all students see themselves reflected in the curriculum and develop the knowledge and civic dispositions needed to participate in a diverse and democratic society. Please see our response below:</p> <p>Inclusion of the impact of COVID-19 on Latino communities: We appreciate your recommendation to acknowledge the disproportionate impact of the pandemic on Latino essential workers and communities. We will share this feedback with the revision team to consider ways to strengthen the framework by highlighting impacts during major historical events. Incorporating this lens would align well with our goal of helping students examine historical events through multiple perspectives.</p> <p>Addition of Latino civil rights organizations: Your suggestion to include the League of United Latin American Citizens (LULAC) is well taken. We agree that recognizing long-standing Latino advocacy organizations is important, especially in illustrating the broad spectrum of reform movements across U.S. history. This addition will be reviewed for potential inclusion as a representative example that can enrich both curriculum and classroom discussions.</p> <p>Clarification of countries in Latin America reference: We appreciate the recommendation to provide additional specificity by listing countries in parentheses. We will review this suggestion and consider integrating it into the final version of the framework.</p> <p>Representation of the Latino Civil Rights Movement: We agree that highlighting the Latino Civil Rights Movement—including cases like <i>Méndez v. Westminster</i>, <i>Hernández v. Texas</i>, and <i>Plyler v. Doe</i>, as well as leaders such as Cesar Chavez—would offer critical context for students learning about movements for equity and justice in U.S. history. The revision team will consider ways to incorporate these topics as illustrative content within this section.</p> <p>Additional Reflections: We also acknowledge your broader recommendation to expand the guidance within the frameworks by including specific historical individuals, events, and court cases as illustrative examples. While we are mindful of the need to provide flexibility to educators and districts, we agree that more detailed content guidance—when thoughtfully</p>
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	<p>of seminal topics. The research team developed and analyzed five high school U.S. history textbooks and one AP U.S. history book using a curated rubric and the JHU's widely recognized Social Studies Knowledge Map™ tool and methodology. They also evaluated the books' complexity of language and the authenticity of images.</p> <p>Additionally, our report as well as other established research has found that “students learn best when they see themselves reflected in curricular materials and classroom instruction.” Research shows that students who learn about themselves and/or diverse historical figures from other cultures earn higher grades and have better self-esteem. The lack of accurate and inclusive material may be a key factor that contributes to low National Assessment of Education Progress (NAEP) scores. The 2022, NAEP, (known as “the nation’s report card”) highlighted that only 22% of students were proficient in civics, while only 13% were proficient in U.S. History. The poor NAEP numbers on civics and history are alarming. We believe that making state standards more inclusive is crucial for longer-term systemic changes to ensure academic achievement for all kids.</p> <p>When reviewing your proposed revisions, we noticed areas where the content could be more detailed and inclusive of Latinos. The following are our specific recommendations:</p> <ol style="list-style-type: none"> 1. On page 12, under Pandemics (1300-today), the fourth bullet could benefit from mentioning the disproportionate impact that the pandemic had on disproportionately Latino essential workers and the health of the Latino population overall. 2. On page 15, under content topic “Social, Political and Economic Reform” subpoint B should mention at least one Latino organization, such as League of United Latin American Citizens (LULAC), the community’s oldest civil rights group. 3. On page 15, add in parenthesis after Latin América (Cuba, Puerto Rico, Panama, Guatemala, Nicaragua, El Salvador, Chile, etc.). 4. On page 17, under content topic “Freedom Movements” subpoint A should mention the Latino Civil Rights movement, including the seminal court cases of <i>Méndez v. Westminster</i>, <i>Hernández v. Texas</i>, <i>Plyler v. Doe</i>, and/or one of the most commonly taught items--Cesar Chavez and the United Farm Workers. <p>We also urge addition of specific content as suggested above in your standards and frameworks to ensure that</p>	<p>selected—can strengthen classroom implementation and promote instructional equity.</p> <p>Furthermore, we recognize the importance of high-quality instructional materials and professional learning. The work UnidosUS and the Gilder Lehrman Institute are doing to develop aligned lesson plans and training opportunities is admirable. As we move forward with implementation, we welcome continued collaboration and are open to learning more about how these resources might support Maryland educators.</p> <p>We share your belief that students benefit academically, socially, and civically when they engage with inclusive and accurate historical narratives. Your advocacy and contributions are helping shape a more just and representative educational experience for all students.</p>
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teachers and students learn about the “diverse individuals and groups” mentioned in your proposed revisions. We also understand that state standards cannot be fully comprehensive and that they do not serve as an exhaustive list. However, providing more detailed information, such as specific content such as people and events that can serve as illustrative examples would be beneficial to all stakeholders. Many of these topics could also be useful beyond social studies and by incorporating them in language arts classes, can expand vocabulary, promote reading comprehension and encourage extra-curricular study.

Since releasing our analysis report, we have been working with the Gilder Lehrman Institute of American History – whose work is often cited as the gold standard for U.S. history education – to jointly create, curate and distribute high impact lesson plans and resources. The first lesson plans covered a few of the many essential topics related to Latino history, including immigration, the Latino civil rights movement, and Latino pioneers. Providing lesson plans to educators is a second, but much needed step in the long journey to close the gap on American Latino history content. Additionally, the Institute and UnidosUS offered professional development seminar this summer to help teachers incorporate Latino contributions into their American history lessons. Some of the primary sources used to develop these lesson plans should also be added to state-sanctioned supplemental materials lists and resources.

Our newly developed materials directly address these needs, offering high-quality resources that can be seamlessly integrated into existing curricula. Latino contributions to U.S. history are not isolated stories; they are integral to our shared narrative as Americans.

In conclusion, providing students with a more inclusive, complete and accurate version of our nation’s history and cultivating civic dispositions are vital to strengthening our democracy and community. By adding our comments, your revised frameworks have the potential to improve the quality of the guidance afforded to educators around your state and serve as an exemplar to be emulated by the rest of the nation. Please let us know if we can be of assistance in this endeavor. We hope these comments are helpful and if there are any questions, feel free to reach out to us at vgreen@unidosus.org.

Respectfully submitted,

Response	Rationale	MSDE Response
	Viviana López Green, Esq. Senior Director UnidosUS vgreen@unidosus.org	

<p>Support with amendments</p>	<p>March 4, 2025</p> <p>Dear Social Studies Standards and Frameworks Validation Committee (SFVC)</p> <p>My name is Paul Lemle. I am a social studies teacher and President of the Maryland State Education Association (MSEA). MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams.</p> <p>MSEA has a vested interest in the proposed revisions to the Maryland Social Studies Standards; we are dedicated to fostering an educational environment that promotes equitable and inclusive schools. I commend the State Board and the members of the Social Studies Standards and Frameworks Validation Committee for their efforts to revise the frameworks thoughtfully.</p> <p>The proposed revisions reflect a robust commitment to enhancing civic engagement, equity, and the integration of a more comprehensive historical perspective. The proposed revisions thoughtfully maintain a focus on local, state, and national governments, emphasizing the responsibility of civic duty and the importance of viewing decisions through multiple perspectives. However, we believe certain aspects could be further strengthened to ensure they fully serve both educators and students, especially in nurturing a critical understanding of various societal roles and historical contexts.</p> <p>Inclusivity and Historical Accuracy</p> <p>The proposed changes to the Social Studies Standards represent significant strides towards greater inclusivity, particularly through the integration of diverse historical perspectives. There exists, however, a valuable opportunity to further these efforts by incorporating more examples and narratives from underrepresented groups. Such enhancements would not only deepen students' understanding of our society's complex fabric but also promote a broader appreciation of its diverse history. While the introduction of "and/or" terminology in curriculum choices offers beneficial flexibility, it also poses potential challenges. This flexibility could lead to vast instructional variations in the subject matter/content delivered across different Local Education Agencies (LEAs), potentially impacting the uniformity and comprehensiveness of student learning goals and objectives throughout the state. Recognizing and addressing these challenges is essential as we aim to balance flexibility with the need for a cohesive, comprehensive subject matter framework. Such a</p>	<p>We deeply appreciate MSEA's commitment to fostering equitable, inclusive, and high-quality educational experiences for Maryland's students.</p> <p>We are pleased to hear your support for the direction of the frameworks—particularly their focus on civic engagement, historical inclusivity, and critical thinking. Our collective goal is to ensure students are empowered with the knowledge and skills to actively participate in a complex and interconnected world, and your insights help us move closer to that vision.</p> <p>On the Use of “And/Or” Language</p> <p>You rightly noted concerns regarding the use of “and/or” in the indicators. We are pleased to share that after reviewing public and educator feedback, nearly all instances of “and/or” have been revised to reflect greater consistency and coherence across the state. s.</p> <p>On Language Changes: From “Tool of Voting” to “Responsibility of Voting”</p> <p>Thank you for pointing out the original phrasing regarding voting as a “tool.” We agree with your interpretation that voting is not simply a means to an end, but a civic responsibility and civil right. In response to this feedback, we have updated the language in the primary grade frameworks to emphasize the responsibility of voting, reinforcing its role as a foundational element of democratic participation and student civic identity.</p> <p>Terminology: “American Indian”</p> <p>Regarding terminology, we appreciate your attention to accurate and respectful language. The term “American Indian” is used throughout the frameworks in alignment with guidance from the U.S. Department of Education and Smithsonian's National Museum of the American Indian, both of which recommend the term as an umbrella category while recognizing the sovereignty of tribal nations and encouraging the naming of specific tribes where appropriate. We remain committed to consulting with tribal representatives to ensure the frameworks reflect both preferred terminology and local tribal identities.</p> <p>Definitional Clarity</p> <p>We appreciate your suggestions related to enhancing the clarity and impact of key terms like diversity, equity, and inclusion. The recommendation to include working definitions at the beginning of the frameworks is one we are actively exploring, including drawing upon NEA and other trusted national sources. We agree that a shared understanding</p>
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<p>framework must not only reflect our students’ multifaceted, intersectional backgrounds but it must also equip students to successfully navigate in an increasingly interconnected world. Therefore, it is crucial to take immediate action to ensure that we do not inadvertently omit the historical narratives and perspectives of certain groups while simultaneously aiming to preserve the integrity and inclusivity of our educational content.</p> <p>Overall, we recommend that the standards document include subject matter definitions to accompany or precede the essential questions and indicators. Below Appendix A provides the National Education Association’s (NEA’s) definition for three essential words — Diversity, Equity,² and Inclusion. We recommend that the Committee explore this element further to ensure every educator has the same working definition.</p> <p>Focus on Civic Engagement and Critical Thinking The emphasis on civic engagement is commendable. However, the standards could further promote critical thinking skills by encouraging students to engage with current events and contemporary societal debates as part of their social studies education. This approach will prepare them to be better informed and more active participants in our democracy.</p> <p>Below you will find a chart that highlights areas of concern by grade band. The concerns are related to terminology, word choice, and/or content limitations/expansion considerations.</p> <p>GRADE BAND CONCERN HEADER SPECIFIC CONCERN SUGGESTION RATIONALE PreK - 2nd Grade Word Choice for Unit Enduring Understanding We think the additional phrase “treated with fairness and respect” moves in the right direction but lacks strength. Replace with “equitable and inclusive.” Suggestion: “Exploring ways that people can express their ideas and promote equitable and inclusive solutions in their community.” We support the additional phrase “treated with fairness and respect.” We also ask the Committee to consider the suggestion as it provides a more robust, actionable framework. Equity focuses on fairness in results, not just in processes. PreK - 2nd Grade</p>	<p>of these terms supports consistent and effective implementation across districts.</p> <p>On Specific Recommendations by Grade Band</p> <p>Your annotated chart provides thoughtful and actionable suggestions related to word choice, phrasing, and content depth across grade bands. Many of these concerns—such as replacing “fit” with “meet,” using “migration” over “settlement,” and strengthening indicators to highlight impacts and actions—align with revisions already made or currently underway. We are reviewing each point in detail to ensure that our final frameworks reflect the inclusive and equitable vision we share.</p> <p>We are grateful for your partnership in this process and your continued advocacy on behalf of Maryland’s educators and students. The revised frameworks aim to balance rigorous academic expectations with flexibility and inclusivity—while remaining grounded in historical accuracy and the lived experiences of all people.</p>
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	<p>Word Choice for “Citizen” and “Citizenship” for the Unit Enduring Understanding (also found on Page 2 under Grade 1, Unit 1, Unit Question The use of the term "Citizen" in our curriculum carries implications that may exclude or alienate undocumented students and families, as it specifically denotes "American citizenship." This terminology can inadvertently create a sense of otherness and exclusion among immigrant</p> <p>Replace “Citizen” with “members of civil society” or “community members.”</p> <p>Replace “citizenship” with civic responsibility</p> <p>To foster a more inclusive educational environment, it is essential to adopt language that encompasses all students, regardless of their citizenship status, ensuring every child feels valued and included. Public schools are required to serve all students regardless of their citizenship status.</p> <p>3</p> <p>students who may not hold this status.</p> <p>PreK - 2nd Grade</p> <p>Word Choice for “Equality and Equity” for Unit 1 - Rules (Pg. 2)</p> <p>“Equality” and “Equity” are not synonymous. Equity should be used in this context.</p> <p>Option 1: Delete “Equality” and keep “Equity”.</p> <p>Option 2: Replace “Equality” and “Equity” with “equitable, and inclusive”.</p> <p>We advocate for the use of equity and inclusivity as this ensures all students feel seen, valued, and respected.</p> <p>PreK - 2nd Grade</p> <p>Word Choice</p> <p>Grade 2 Unit 1</p> <p>The word “fit.”</p> <p>Replace “fit” with “meet.”</p> <p>“To meet the needs” of diverse communities is better than “to fit the needs”</p> <p>PreK - 2nd Grade</p> <p>Word Choice</p> <p>Grade 1 Unit 1</p> <p>The use of the phrase “tool of voting.”</p> <p>Rephrase as “responsibility of voting.”</p> <p>The use of the word “tool” here alters the inherent agency and minimizes the significance of voting as a civil right.</p> <p>PreK - 2nd Grade</p> <p>Content Consideration</p> <p>Grade 2, Unit 1, Topic “Government”</p> <p>Limited viewpoint: Third bullet reads, “Exploring the tool of voting ...limitations placed on some groups of people.”</p> <p>Recommend adding the following, “...limitations placed on some groups of people and the resulting impacts,”</p>	
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	<p>This additional viewpoint helps students grasp the impact of limitations on democracy while exploring the significant role that voting plays in shaping it.</p> <p>PreK - 2nd Grade</p> <p>Content Consideration</p> <p>Grade 1 Unit 1</p> <p>Limited viewpoint: Bullet reads, "Describing characteristics ...changed the world."</p> <p>Recommend extending that content and indicator to include action taken to change the world.</p> <p>Although identifying characteristics is important, understanding the actions taken or the changes identified is equally crucial.</p> <p>3rd - 5th Grade</p> <p>Content Consideration</p> <p>Grade 3 Unit 1</p> <p>Limited viewpoint: "Evaluating how...of all people."</p> <p>Include context about groups who were individually excluded by the foundational documents.</p> <p>This additional viewpoint helps students grasp the impact of limitations of the foundational documents.</p> <p>3rd - 5th Grade</p> <p>Word Choice</p> <p>Grade 3 Unit 3</p> <p>Replace the word</p> <p>Migration more inclusive of involuntary and</p> <p>4</p> <p>"Settlement" with "Migration."</p> <p>voluntary reasons for moving in Maryland</p> <p>3rd - 5th Grade</p> <p>Content Consideration</p> <p>Grade 3 Unit 3</p> <p>Limited viewpoint: "developing timelines...in Maryland."</p> <p>Explore the existence and culture of First Nations community.</p> <p>Explore the existence and culture of First Nation community,</p> <p>before developing the timeline of who moved in.</p> <p>3rd - 5th Grade</p> <p>Word Choice</p> <p>Grade 4 Unit 2</p> <p>"American Indians" not the best terminology</p> <p>Replace "American Indians"</p> <p>with Native Americans.</p> <p>To more accurately and respectfully represent the diverse Indigenous peoples of the Americas, it is recommended to replace the term "American Indians" with "Native Americans." This change reflects a broader consensus within both academic and Indigenous communities,</p>	
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	<p>advocating for terms that are both historically accurate and culturally sensitive. "Native Americans" acknowledges the distinct cultural identities and histories of Indigenous peoples, distancing from the misnomer rooted in colonial misconceptions.</p> <p>3rd - 5th Grade Content Consideration Grade 4 Unit 2</p> <p>Motivations are not addressed in the indicators. The bullet only explores the methods, not both. Recommend connecting motivation bullet to earlier unit content of colonial regions Hence, the essential question is left unanswered.</p> <p>6th - 8th Grade Content Consideration</p> <p>These suggestions applied to the entire grade band. Inadvertently excluding groups due to the use of "and/or" terminology. Consider: all the placement of the last item mentioned in the "or" statement. Example: in the Democratic</p> <p>Using "or" in educational standards to present multiple content options can inadvertently lead to uneven coverage of the material, with the last item listed often being perceived as the least important. This</p> <p>5</p> <p>Revolutions content topic, Africa is deleted. In The Decline of Empires content topic, the Americas is excluded. perception may arise due to a cognitive bias known as "serial position effect." The items in the middle or at the end of a list might be deprioritized or overlooked due to curriculum constraints, time limitations, or planning oversights. To mitigate this issue, it is crucial to carefully consider how options are presented in educational standards. When listing regions or topics, it's advisable to rotate which options are listed first if "or" must be used, or better yet, to structure standards and curricula to require comprehensive coverage that includes all listed options over a course of study.</p> <p>6th - 8th Grade Content Consideration Grade 6 Unit 3</p> <p>Adding additional examples of authoritarian regimes It was unclear if the indicator allowed for educators to explore other authoritarian regimes in addition to the Holocaust. We recommend that they do. Suggestion: "Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate</p>	
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Authoritarian regimes in Asia, Africa, the Americas, Europe, and Oceania in 1900-today. In addition to the Holocaust as a result of the rise of Nazism in Europe, other examples can include (but are not limited to) the Khmer Rouge and the Democratic People's Republic of Korea under Kim Jung Il in Asia; South African Apartheid and Uganda during the rule of Idi Amin in Africa; the PRI in Mexico and Venezuela during the presidency of Hugo Chavez in the Americas; and the view of European colonization

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stability and connect and divide people across location by: from the perspective of the Aboriginal and Torres Strait Islanders of Australia and the Māori of New Zealand in Oceania.

This list does not imply that all these regimes must be explored; rather, it suggests that a variety of authoritarian regimes should be studied in conjunction with the Holocaust.

This approach provides a broader lens through which to understand the dynamics and impacts of totalitarian governance across different contexts and periods.

High School

Content Consideration

High School

Unit 6

Anti-Defamation League

Recommend not naming Anti-Defamation League

Recommend "Describing the effectiveness of the NAACP's and organizations whose main goals are addressing inequality."

Option 2: Describing the effectiveness of national civil rights organizations.

Some entities have expressed concerns with the Anti-Defamation League.

We caution naming a newer organization as their focus could change or disband over time.

Making sure not to exclude other national civil rights organizations representing various constituency groups.

High School

Word Choice

High School Unit 6

Delete "Effectiveness"

Replace with "Impact"

Replacing "effectiveness" with "impact" in the context of assessing

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regional conflicts, violence, and peace negotiations offers a broader and more nuanced understanding of the outcomes. "Effectiveness" generally measures the degree to

Response	Rationale	MSDE Response
	<p>which an intended result is achieved, which implies a judgment of success or failure based on specific objectives. However, "impact" encompasses all consequences, both intended and unintended, and does not inherently carry a judgment of success.</p> <p>MSEA seeks to partner collaboratively, ensuring broad and effective representation of professional educators in shaping educational policies. Our aim is a proactive approach that promotes continual dialogue and cooperation. We advocate for a timeline that accommodates ample professional development and adjustment for educators. Furthermore, establishing ongoing feedback mechanisms will ensure that the framework evolves based on real classroom experiences and outcomes. Together, we can ensure the framework is dynamic, responsive, and continually refined to meet the needs of our educational landscape.</p> <p>While I support the proposed revisions to the Social Studies Standards, I urge the board to consider these additional enhancements to ensure the standards not only meet but exceed our collective goal of preparing well-rounded, critically thinking members of our community.</p> <p>Sincerely, Paul Lemle MSEA President</p> <p>APPENDIX A:</p> <p>Diversity — There are many kinds of diversity, based on race, gender, sexual orientation, class, age, country of origin, education, religion, geography, physical, or cognitive abilities. Valuing diversity means recognizing differences between people, acknowledging that these differences are a valued asset, and striving for diverse representation as a critical step towards equity. See “Equity.”</p> <p>Equity — Equity means fairness and justice and focuses on outcomes that are most appropriate for a given group, recognizing different challenges, needs, and histories. It is distinct from diversity, which can simply mean variety (the presence of individuals with various identities). It</p> <p>8</p> <p>is also not equality, or “same treatment,” which doesn’t take differing needs or disparate outcomes into account.</p> <p>Inclusion — Being included within a group or structure. More than simply diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities.</p>	

Response	Rationale	MSDE Response
Support with amendments	<p>I find it odd that these recently revised frameworks have been "rushed through" over a short period with little fanfare for public review. I recommend an extended review period. Additionally, I believe you need to remove in middle school any place where there is an "or" for studying other cultures. An example can be found in this 6th grade framework here on page 10 of your document: "Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by: • Comparing and contrasting how early complex societies in Africa, Asia, and/or the Americas" This and/or should REMOVE the OR. It should be an AND only. All three of my children who will have graduated by May of this year benefited from this knowledge. My family's knowledge has been enriched by the discussions and projects over the years that they have shared with us as they have learned about all continents, countries and cultures around the world. Do not allow the teachers to cheat them of this by giving them an "out" with the word "or".</p>	<p>Thank you for your thoughtful feedback and for sharing how the social studies curriculum has positively impacted your family. We're glad to hear that your children have had enriching experiences learning about diverse societies and cultures</p> <p>Regarding the use of "and/or" in the frameworks, nearly every instance has been removed based on the feedback we've received. We recognize the importance of ensuring that students engage with a truly global curriculum rather than a selective or Eurocentric focus, and we are committed to revisions that support a diverse and comprehensive approach to instruction. We want to underscore the key role of LEAs in ensuring that multiple cultures and perspectives are represented in alignment with Standard 2.0: Peoples of the Nation and World.</p>

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
USH: Westward Expansion	Ok with capitalization of Westward Expansion		Pre – Westward Expansion – accept as is	What is the rule for capitalization? (why Westward Movement)	<p>Teams agree on accepting the capitalization but request clarification on the rules and consistency for similar terms (e.g., “Westward Movement”).</p> <p>Notes:</p>

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
USH: Describing the effectiveness of the NAACP's and organizations such as the Anti-Defamation League on addressing inequality.	<p>Modify- Describing the effectiveness of the NAACP and other organizations such as the Anti-Defamation League on addressing inequality. (responses to the Chinese Exclusion Act, denial of citizenship, Asian American advocacy organization). "Describe the effectiveness of marginalized groups/organizations in improving equality, including the NAACP, Niagra Movement,</p> <p><i>Addition of indicator-</i> Describe the impact of and resistance to Asian exclusion and discrimination, such as Chinese Exclusion Act, Anti Asiatic League, Immigration Acts of 1917 and 1924, Bellingham Riots, Alien Land Act, Segregation of Schools on the West Coast (in unit 1- social reforms section under NAACP)</p>	No recommendation related to this objective	U1 – ADL addition – accepted as is	Describing the effectiveness of organizations on address inequality on marginalized groups, such as the NAACP, ADL, Women's Suffrage Leagues, and others.	<p>Mixed support for expanding examples to include marginalized groups such as Asian Americans. Some want clearer placement in the unit and consistent framing. Two groups did not have additional recommendations.</p> <p>Notes:</p>
USH: Assessing the impacts of the annexation of Hawai'i and the Philippine American War.	annexation of Hawai'i and the Philippine American War- acceptable as is.		None	Imperialism – good	Accepted with no further revisions.

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
USH: Analyzing the Red Scare, including the antisemitic and xenophobic associations of Jews with radicalism and communism, and its influence on anti-immigration legislation	<p>- feels like these are different topics that are lumped together. It reads that the Red Scare impacted antisemitism.</p> <p>-Assessing the impact of post war demobilization on racial and social tensions and the Red Scare</p> <p>-Various opinions on keeping the revised standard or broadening to include just social tensions</p> <p>- Adding antisemitism to 1920s objective is fine</p> <p>Could not agree on language; no formal recommendation</p>	No recommendation related to this objective	Evaluate how fears of radicalism during the Red Scare led to discrimination, surveillance, and repression targeting immigrants, Jewish Americans, racial, ethnic, ideological groups, labor activists, and women.	The Great War - good as is	<p>Mixed reactions. One team sees the content as conflated or overly broad. Others suggest separating antisemitism or focusing more generally on social tensions.</p> <p>Notes:</p>
USH: 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+.	Adding antisemitism to 1920s objective is fine	No recommendation related to this objective	1920-s addition of antisemitism accepted as written	1920s – good as is	Accepted with no further revisions.

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
<p>USH: 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.</p>	<ul style="list-style-type: none"> • Discussion on- should you specific “model minority myth” in this standard if that is what you are describing, describing high-skills immigrants has racist implications ○ Suggestion to remove the “including how Cold War pressures selectively influenced U.S. policies to lift racial restrictions on Asian immigration with a preference for high-skilled immigrants.” and move it to- “Assessing the success of the effort of Latinx and American Indians to secure civil rights” and add “Assessing the success of the Asian American community to secure civil rights and combat the model minority myth.” 	<p>No recommendation related to this objective</p>	<p>U3 – Freedom Movements – wording creates less clarity and overcomplicates the standard. Consider: Separate into two objectives: Investigating the impact of Great Society legislation on poverty, the expansion of the New Deal, and immigration. Assess the impact of individuals, groups and Cold War pressures on changes in immigration policy with preference for high skilled immigrants. This was originally too narrowly focused – there were many streams of immigrants during this time period and different reasons for those streams even within the Asian streams i.e. post Korean War immigration, Vietnam War immigration etc.</p>	<p>Unit 3 – what is the goal of this indicator call outs? Doesn’t feel right to almost call them out as a “model minority” - we need more AAPI representation but we feel this is not the right way to do it.</p>	<p>Teams express concern about perpetuating the “model minority myth” and suggest splitting the objective or placing AAPI issues in a different unit. Teams recommend moving this content to another unit and emphasizing civil rights impacts rather than selective immigration preference.</p> <p>Notes:</p>

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
<p>USH: 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.</p>	<p>*For unit 5 political polarization- “Evaluating the role of racism, antisemitism, islamophobia, anti-Asian hate and the high-skilled immigrant/citizen myth, sexism, and xenophobia in shaping public policy debates and the progress of historically marginalized groups”</p> <p>* The group feels that anti-Asian hate resources and curriculum would be more accessible in the unit 5 time period rather than the mid 1900s section. Therefore, we suggest perhaps just adding it to the unit 5 section.</p> <p>- issue with shift in unit 5 indicator from progress to focus on hate- suggestion to change to “Evaluate the progress and challenges of historically minority groups including women, African Americans, Muslim Americans, Asian Americans, and immigrants.”</p> <p>- issue with shift in unit 5 indicator from progress to focus on hate- suggestion to change to “Evaluate the progress and challenges of historically minority groups including women, African Americans, Muslim Americans, Asian Americans, and immigrants.”</p>		<p>U5 – Political Polarization – add LGBTQ+</p>	<p>This is a catch all objective and VERY broad</p> <p>Need two bullets – one that talks about polarization and issues against these groups AND one that talks about the progress that these groups have made -</p> <p>“Examining social and cultural attitudes toward race, religion, gender, and national origin have contributed to political polarization. “</p> <p>“Examining how US public policy debates have shaped the experiences and opportunities of historically marginalized groups”</p> <p>We recognize and acknowledge we are not identifying LGBTQIA+ (but putting in sexual orientation will be an issue of vocabulary)</p> <p>OR</p> <p>“Examining social and cultural attitudes toward race, religion, gender, and national origin have shaped the experiences and opportunities of historically marginalized groups throughout history”</p>	<p>Mixed feelings. Teams support inclusion of hate-related content (e.g., racism, antisemitism), but some request balance by also including challenges and not just progress.</p> <p>Notes:</p>

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
WH - 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.	World History revisions- <i>ok with addition of Zionism in that objective- would like to add the concept of Zionism and/or antisemitism into another earlier indicator so that teachers can build the context and show the importance of this shift- suggested additional indicator is “Add into the imperialism section- “Analyzing how Social Darwinism, scientific racism, and antisemitism were used to justify western imperialism throughout the non-western world (2, 3, 4, and 5).”- include Zionism and/or antisemitism” under Imperialism content topic (resource- https://encyclopedia.ushmm.org/content/en/article/antisemitism-in-history-racial-antisemitism-18751945)</i>	No recommendations for this objective	MWH – no changes – group accepted as written	add Oxford comma after Pan-Arabism	Majority does not see need for revisions. One group suggested accepting with suggestions to include background context earlier in the curriculum, especially during imperialism discussions. Notes:
PK: identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate but also enrich conflict resolution.		(PreK-Grade 1 revisions) Yes because it allows for students to understand their individual perspectives and actions impacting the larger group and taking students from a “me” thinking to group	No changes	Conflict & Compromise – agree with revisions	Accepted with no further revisions.

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
PK: explaining that rules serve to support order and protect individual rights and fairness for all members of the community.		No changes	No changes	Rules – Explaining that rules are intended to support...	The majority does not require further revisions. One group suggests minor language revision. Notes:
PK: evaluating classroom rules for their ability to promote freedom and equality, and that all students feel valued and respected.		No changes	No changes	Rules - Evaluating how classroom rules promote freedom, equality, and a sense of belonging for all	The majority does not require further revisions. One group suggests minor language revision. Notes:
K: identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate but also enrich conflict resolution.		No changes	No changes	Conflict & compromise – agree with revisions	Accepted with no further revisions.
K: creating an action plan for how compromise could address a school conflict, ensuring that all voices are heard and respected.		No changes	Conflict & Compromise: Bullet 2 change to: examine how compromise could be used to address a school conflict, ensuring that all voices are heard and respected	Conflict & compromise – agree with revisions	The majority does not require further revisions. One group suggests changing language more appropriate to an objective (“examine”) rather than a lesson (“create...”). Notes:

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
K: evaluating classroom rules for their ability to promote freedom, equality and equity, and that all students feel valued and respected.		No changes	No changes	Rules - Evaluating how classroom rules promote freedom, equality, and a sense of belonging for all (same to Pre-K)	The majority does not require further revisions. One group suggests minor language revision to align with PK. Notes:
G1: explaining how community members work together to create and uphold rules to promote fairness and safety for members of the community.		No changes	Community: Bullet 1: Community members <u>and leaders</u> work together...	Community - Explaining how community members work together to create and uphold rules to promote fairness and safety for its members.	Minor changes suggested to the language. Notes:
G1: analyzing celebrations and traditions that are shared by members of a school community.		No changes	No changes	Community – traditions and responsibilities – agree with revisions	Accepted with no further revisions.
G1: identifying the benefits and responsibilities of being a part of a community.		No changes	No changes	Community – traditions and responsibilities – agree with revisions	Accepted with no further revisions.
G1: defining cooperation as the efforts made by a group of people with multiple points of view to meet a common goal.		No changes	No changes	No changes	Accepted with no further revisions.
G1: identifying shared goals of the school community.		No changes	No changes	No changes	Accepted with no further revisions.

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G1: explaining why school goals require the collaborative effort of community members and cannot be reached by individuals alone		No changes	No changes	Cooperation – Explaining why school goals require the collaborative effort of the school community members.	The majority does not require further revisions. One group suggests minor language revision for clarity. Notes:
G1: identifying how multiple perspectives in a community can complicate conflict resolution.		No changes	No changes	Problem solving - identifying how multiple perspectives in a community can complicate but also enrich conflict resolution.	The majority does not require further revisions. One group suggests minor language revision to include enrichment of multiple perspectives. Notes:
G1: describing how individuals impact their community by being civically engaged.		No changes	No changes	Civic Engagement - describing how civically engaged individuals impact their community.	The majority does not require further revisions. One group suggests minor language revision for clarity. Notes:

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G2: exploring governing powers at school and in their local community.		(Grade 2) - Are we providing students with a clear and age-appropriate understanding that laws and leaders can sometimes limit people's rights, including voting rights? Does the new framework revision present civics in a balanced way, helping students understand that not all rules or laws are always fair or benefit everyone equally?	No changes	No changes	<p>The majority does not require further revisions. One group questions whether the framework addresses how laws can be unfair, using age-appropriate language.</p> <p>Notes:</p>
G2: Exploring voting as a key part of civic responsibility and leadership selection, as well as changes that have impacted voting rights and access		(Grade 2) - Are we providing students with a clear and age-appropriate understanding that laws and leaders can sometimes limit people's rights, including voting rights? Does the new framework revision present civics in a balanced way, helping students understand that not all rules or laws are always fair or benefit everyone equally?	<p>2nd bullet: make into 2 bullets</p> <ul style="list-style-type: none"> exploring voting as a key part of civic responsibility and leadership selection describing how laws expanded voting rights 	<ul style="list-style-type: none"> Exploring the tool of voting as part of civic life that Americans use to participate in government. Exploring how voting rights and the opportunity to participate impact the voting process and outcomes. 	<p>There is a desire to divide this objective into two objectives. One objective to explore voting as a civic duty, and the other objective to explore laws and their impact voting rights.</p> <p>Notes:</p>
G3: explaining how groups of people make rules to create responsibilities and protect freedoms for all people.		No changes	No changes	No changes	Accepted with no further revisions.

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G3: evaluating how these foundational documents address the rights and responsibilities of all people.		No changes	Civic Virtues 2 nd bullet <ul style="list-style-type: none"> ...foundational documents have been used to address the rights and responsibilities... 	Civics – Evaluating how these foundational documents (Declaration of Independence, US Constitution, and Bill of Rights) address the rights and responsibilities of all people.	There are suggestions to name the documents and emphasize the documents continue to be used to address people’s rights and responsibilities. Notes:
G3: exploring ways that people can express their ideas and promote equitable solutions in their community.		(Grade 3) - Informed Action revision (New equitable solutions language could be explored as an addition added to a previous objective and not create a new one out of repetition or being redundant)	No changes	Informed Action – agree with revisions	The majority agrees with the revisions. One group proposes adding “equitable solutions” language to a previous objective rather than creating a new one. Notes:
G3: comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture, traditions, and environment.		No changes	No changes	Cultural Change Over Time – agree with revisions	Accepted with no further revisions.

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G4: analyzing religious conflict among European settlers in Maryland and evaluating the effectiveness of the Toleration Act on different religious groups.		(Grade 4) - The new additions provide more clarity and depth for studying the historical context; adding the word “evaluating” provides more of an inquiry and action component to the objective;	Unit 2: Early Settlement Make 2 bullets: -Analyzing religious conflict among European settlers in Maryland -Identifying the different religious groups the Toleration Act protected and did not protect	Early Settlement – agree with revisions	The majority accepted the revisions. One group wanted to divide the objective into two objectives. One objective focused on analyzing religious conflict, and a second objective focused on who was and was not protected under the Toleration Act. Notes:
G4: analyzing how ports, the institution of slavery, and natural resources created a tobacco-based economy in Maryland.		“ “	No changes	Colonial Regions – agree with revisions	Accepted with no further revisions.
G4: interpreting laws and legal documents that defined freedom for women, indentured servants, American Indians, religious groups and free blacks in the colonies.		“ “	No changes	Definitions of Freedom - agree with revisions	Accepted with no further revisions.

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G4: evaluating the role of women, African Americans, and other groups in Maryland in supporting the American Revolution.		“ “	Unit 3: Maryland’s response to the Revolution Evaluating the role of various groups, including women, American Indians, and African Americans, in Maryland in supporting the American Revolution	MD’s Response to the Revolution - Evaluating the role of women, African Americans, American Indians, Asian Americans, and religious groups in Maryland in supporting the American Revolution. <i>(the use of “American Indians” is concerning issue...Native Americans)</i>	Two groups wanted to add additional groups (e.g., American Indians, Asian Americans), and one group accepted the revisions. Notes:

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
<p>G5: Students will identify how Maryland was impacted by the War of 1812 by:</p> <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. 		<p>Concerns for the addition of the War of 1812 essential question are the following:</p> <ul style="list-style-type: none"> Is there enough content and depth of knowledge prior learning for fifth grade students and teachers in order to teach these objectives? The amount of instructional time and minutes addressing this essential question is a concern given the amount of allocated social studies instructional time for elementary classes in practice How does this essential question allow for students to connect and understand the unit's enduring understanding statement? 	<p>Suggestion: Get rid of "The Road to the Civil War" section about the War of 1812</p> <ul style="list-style-type: none"> Does not fit into the overall purpose of the course (development of the constitution, expansion of the constitution, and constitutional challenges) Students learn it in 8th grade Not sure how to answer the essential question about the War of 1812 Grade 5 has a great deal of content to fit into a limited amount of time. Adding another major topic would be burdensome and difficult to achieve. <p>Allow individual counties to make decisions about adding in War of 1812 (framework is the floor – not the ceiling)</p>	<p>The Road to the Civil War – Change to the "The War of 1812" or...</p> <ul style="list-style-type: none"> Identify the causes and consequences of the War of 1812 Exploring... - agree with the revision 	<p>Groups were concerned about content overload and suggested removing this section or giving LEAs discretion to include it.</p>

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G5: contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture, including in Maryland.		No changes	No changes	Conflicts over Slavery and the Civil war – agree	Accepted with no further revisions.
G5: defining civil rights and their importance for all people to life in the United States.		(Grade 5, Unit 3) - Concerns of the group are the wording of this objective are not inclusive in using the language “other” and “characteristics”; therefore it is suggested that the language be changed.	No changes	Contesting... - Defining civil rights and their importance for all people in the United States. (take out “to life”)	Language generally accepted, though one team requested sensitivity in phrasing related to identity and inclusion.
G5: analyzing how the government granted or denied freedoms to people based on race, gender, religion, and other characteristics over time.		“ “	No changes	No changes	Accepted with no further revisions.

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G6: Comparing social structures and belief systems in the early states of Greece or Rome, and China or Nubia/Egypt to examine how power is divided and maintained.		<p>Discussion on the words “and” /”or”; Our discussion focused on the degree to which the addition of the words “and/or” eliminated content that would be necessary to understand the standard.</p> <p>suggested Revision: “Comparing social structures and belief systems in the early states of Greece or Rome, and China and Nubia/Egypt”</p>	<p>Slight changes are needed to make it more clear what MSDE want teachers to do.</p> <p>We are in agreement with the verb changes.</p> <p>Our suggested revision: Comparing social structures and belief systems in the early states of Greece, Rome, China, and Nubia/Egypt to examine how power is divided and maintained.</p>	<p>Likes “comparing” as a limiting qualifier within the revisions.</p> <p>Greece or Rome, China or Nubia/Egypt is a TON of content to address</p> <p>The removal of and/or makes this a heavy lift of ALL content, but also highlights the specific focus on impact of power</p>	<p>The groups agree that the verb change to “compare” is appropriate. There is no consensus on the regions/content. One group believes this is too much content, another group prefers the original objective, and one group would like to add both China and Nubia/Egypt to Greece or Rome.</p> <p>Notes: No further comments.</p>

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G6: Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and Europe.		<p>Democratic Revolutions: Discussion around the deletion of Africa from this standard. Also a discussion on how we honor all of the places included in this indicator.</p> <p>Suggestion: “Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and Europe.</p>	Reininclude Africa. Revision:	<p>Concern over the depth of content required; leaves possibility for a “shallow” approach to each subject listed. Removal of Africa narrows scope of content. Consider adding back.</p> <p>Label of “Democratic Revolutions” for decolonization in Africa has traditionally been framed as Independence Movements</p> <p>Consider adding Assessment Limit-like conditions to help narrow the scope of what LEAs may focus on when designing curriculum.</p> <p>Revise to say: “... Africa, Asia, and the Americas.” (exclude Europe)</p>	<p>There was a consensus to reininclude Africa, though there was also concern about the content required. One group suggested that Independence Movements is more appropriate, as the focus is on decolonization rather than the formation of democratic governments.</p> <p>Notes: No further comments.</p>

Current Iteration of proposed change	Team 4	Team 3	Team 2	Team 1	Synthesis
G6: Analyzing factors that contributed to the rise of authoritarian regimes in Asia, Africa, and the Americas.		Authoritarian Regimes: Discussion on the shift in time from the year 2000 to 1900. Concerns were raised about the breadth of content that would need to be covered. There was a discussion on how the addition of The Holocaust in this standard creates a complication for curriculum writing and instruction.	We are in agreement with the deletion of Oceania.		Accepted with no further revisions.

<p>G6: 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.</p>			<p>With the expansion of the time period from 2000 to 1900, The EQ no longer aligns with the time frame and the objectives. The inclusion of the 20th century in the Content Topic creates a misalignment.</p> <p>The inclusion of the Holocaust is important. However, it does not fit and is misaligned with the EQ.</p>	<p>Return the indicator to 21st Century. Return time frame back to 2000 to help ensure that each unit ends in content related to modern da</p> <p>Inclusion of Holocaust is more age appropriate for 7th, not 6th grade</p> <p>Other authoritarian regimes could be included to broaden the scope</p> <p>Armenian Genocide, Myanmar, or Rwanda and Burundi</p> <p>Concerns over Holocaust addition to this Unit</p> <p>Consider relocating Holocaust to Unit 5 (Relocation of Humans) with a focus of “Why do people move?” and use as a tie-in for migration</p> <p>Avoid the idea of putting Holocaust in the Jerusalem unit</p> <p>IF moving Holocaust into Unit 5, consider specifically naming xenophobia,</p>	<p>There were concerns about age appropriateness and content alignment. Groups suggested moving Holocaust content to Grade 7 or another unit, such as Unit 5 or 7. One group suggested moving the timeframe back to 21st century and provided examples of modern authoritarian regimes.</p> <p>Notes: Support for moving Holocaust to Unit 7 and reverting objective timeframe to 21st century. Also support for moving Holocaust to Unit 4 (Movement of Pathogens and Ideas). History in Jerusalem Content Topic is Euro-centric. Some community members of the Jewish community would like more emphasis on non-European Jews. Can add an objective to Unit 7, Jerusalem to focus on migration of non-European Jews.</p>
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				<p>antisemitism, etc. to draw focus to oppression Consider question like: “How can oppression cause migration?”</p> <p>Use Holocaust as a content topic</p> <p>Consider relocating to Unit 7 (“Why there? Why then?”) but, if this is done, it would require the redesign of a new EQ for the Unit</p> <p>Consider removing indicators from the Framework (to limit the content) and then consider where to add indicators for Holocaust</p>	
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G6: Bubonic plague		<p>Movement of Pathogens and Ideas: Bubonic Plague merged with pandemics.</p> <p>Suggestion: Maintain this change.</p> <p>Content changes: moved the date; Change in Essential Question to be more expansive. Concerned raised about the second part of the essential and how it relates to the unit question.</p> <p>Suggested Change: “ How do human responses to disease outbreaks unite or divide people, and create change in society?”</p> <p>indicator # 1: Keep the revision “Tracing the global spread of the Bubonic Plague across Asia, North Africa, and Europe.....”</p> <p>Indicator # 2: Discussion on the value of adding “such as...” to help LEA’s determine which pandemics to cover on this indicator. Suggestion was made to add the word “contemporary” to lead LEA’s to more recent pandemics.</p>	<p>Our group feels that the change unintentionally equates the spread of religion to the spread of disease. It requires a nuanced understanding that is not developmentally available in middle school. It seems to go better with trade routes, but that creates an extremely dense set of content. This unit lacks cohesion and direction.</p> <p>Our group feels that removing role multinational corporations, including, pharmaceutical companies, in the spread of disease such as the spread of AIDS in Africa is historically inaccurate and will leave students with misconceptions of history and its impact on policies that exist today.</p> <p>With the shift in the dates from 1980 to 1300, this unit should include the Networks of Exchange. Things like smallpox and Catholicism and the Columbian Exchange should be included.</p> <p>The changes of the Unit 4 framework lack cohesion, and we would recommend either reverting back to the original or include networks of trade in the unit.</p>	<p>EQ: Remove “our” from the Essential Question</p> <p>Every other unit has 4 topics... this one is imbalanced with only</p> <p>Revise to include 4 units, one on Plague & one on Antisemitism</p> <p>Consider adding Holocaust here, as related to the Plague & the growth of antisemitism... fast forward to antisemitism in Europe, and the growth of beliefs over time, leading to the Holocaust.</p>	<p>The majority of groups accepted the deletion of the Bubonic Plague as a content topic. Teams requested better cohesion in the content. Some pushback against the implied equivalency between religion and disease spread. One group suggested including the Holocaust here due in part to the rise of antisemitism in relation to the Bubonic Plague. Another group suggested including networks of trade given the shift in the timeframe and for context.</p> <p>Notes: No further comments.</p>
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G6: Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on global societies.		Keep proposed revisions			Accepted with no further revisions.
G6: Evaluating the long-term impacts of centrally planned economies in Asia, Europe, and the Americas.		Keep proposed revisions			Accepted with no further revisions.
G7: Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on global societies.		Keep proposed revisions	No further recommendations.	Continued expression about concern over the depth of content Define “Global society” within the context of the standard. By removing Asia, Africa, Oceania and/or Americas, context is unclear. Consider revising to state “regions of the world.”	The majority accepted with no revisions, though one group was concerned with the depth of the content and suggested a minor change in language from “global societies” to “regions of the world”. Notes: No further comments.
G7: Contrasting how communities responded to and resisted imperialism and settler colonialism.		Keep proposed revisions	““		Accepted with no further revisions. Notes: No further comments.

<p>G7: Describing the significance of Jerusalem the Holy Land, to Jews, Christians, and Muslims.</p>		<p>Place and Region: Jerusalem. There was a discussion on whether or not to keep Jerusalem as an isolated content topic as a part of the framework. This topic is a flashpoint in some of the LEA's. The time period (1880-1980) makes it harder to discuss the topic in a way that will build consensus among various groups who will have strong feelings/reactions to this unit. Another question came up about the essential question "Who defines place?". This is limiting and can lead to groups not being represented. Also, there were also questions on how value is assigned to various groups based on this framework. How will teachers be able to implement lessons on this topic in a way that protects them from groups who may feel offended by the topic in the framework?</p> <p>Possible suggestion: create common language and common resources to support LEAs across the state to ensure that there is consistency in how this</p>	<p>Our group recommendation for the Unit 7 changes is to not make any changes. Further we would prefer that the Jerusalem content topic not be included in the framework.</p>	<p>Consider changing Jerusalem to "Middle East" and redacting specific religious groups to "describe or explain the significance of the ME in the world today," in order to be more representational of all groups</p> <p>LARGE concerns laid related to the 'teachability' of these topics in some districts within MD, purely because of the local political ideals Shift to ME aligns to the Essential Question</p> <p>Focus could be based on geography, to allow kids to ask "why is it called the Middle East? Is this appropriate today?"</p> <p>Integrate language that references "multiple perspectives" to help provide unbiased approach to materials and content in the unit</p> <p>Helps to support the importance of multiple perspectives and viewpoints in history</p>	<p>There was a consensus that discarding the content topic of Jerusalem would be preferable. There were concerns regarding how teachers would teach this topic and what resources they would use. There was a consensus supporting a shift to a broader 'Middle East/Southwest Asia' focus, emphasizing geography, culture, and multiple perspectives. A regional framing would offer greater inclusivity and instructional flexibility for LEAs. Though this is a very sensitive topic, there was a conversation that social studies requires teaching such topics.</p> <p>Notes: Euro-centric focus needs to be broadened. Jerusalem should be expanded rather than looking at one story/narrative. Content on Jerusalem could be included in</p>
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		<p>indicator is taught and represented in curriculums.</p> <p>Suggestion: Shift essential question to “How have various groups across time and space defined place?”</p> <p>Suggestion: How do we contextualize Jerusalem as a place within a region of The Middle East? Should Jerusalem be an objective or a case study within the broader region of the Middle East? Content Topic: The Middle East; Jerusalem as an Objective/indicator/case study.</p> <p>Possible change: Should we change the time period? There were continued questions around whether we should bring the time frame all the way to contemporary times or leave it at 1880-1980.</p>		<p>when community doesn’t understand.</p> <p>Group wants to REMOVE Jerusalem Unit, but keep a focus on that region of the world. Region should be broad and allow districts guidance, but also local control on how to approach content.</p> <p>Potential topics: populations, religions, culture & trade of region</p> <p>Could help to be more inclusive toward Palestinians & Arabs</p>	<p>indicator. Good thing for students to grapple with the question of “is this a region” and “what makes this a region”. This is an abstract concept, antisemitism is embedded in framework, concern that students do not have the content/skills. Complexity of this topic for LEAs should be considered.</p> <p>Colleen – “I’m dropping this in from National Geographic: Regions, large or small, are the basic units of geography. The Middle East is considered a political, environmental, and religious region that includes parts of Africa, Asia, and Europe. The region is in a hot, dry climate. Although the styles of government are varied (theocracy in Iran, monarchy in Saudi Arabia), almost all of them have strong ties to religion. The region is where three of the</p>
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					<p>world's major religions were founded: Christianity, Judaism and Islam”</p> <p>Here is an option: Analyze how local, regional, and global interactions have shaped the Middle East and North Africa as a distinct world region, and evaluate how these relationships continue to influence its identity and role in global affairs.</p> <p>Objective option: Evaluate how WWII and the Holocaust impacted the relationships between different groups of people and the political geography of countries in the Middle East.</p> <p>explain how modern political, economic, and cultural factors continue to influence the identity of the MENA region in the 21st century.</p> <p>and one more to address Jerusalem: analyze the geographic, historical,</p>
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					<p>and religious significance of Jerusalem, and explain how its location and symbolism have contributed to regional and global tensions and cooperation. (timeframe would start at 1940). Can finesse some of the objectives already adopted to narrow and broaden some of them. Consensus on moving away from “Jerusalem” as content topic to “Middle East” and emphasize migration of non-European Jews to Jerusalem/Israel. Change “place” to “region and place” in EQ.</p> <p>Objection to WWII because some teachers may see it as having to teach WWII. Kate’s suggestion: Consider adding the word "outcomes" to the indicator. (Ex: "Analyzing how the outcomes of WW II and the Holocaust</p>
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					<p>influenced the founding of Israel." Consider adding "migration to" along with "founding of Israel".</p> <p>Some support for changing timeframe to 1993 (Oslo Accords) and allow LEAs option to bring date to the present and revert Apartheid back to 1994.</p> <p>Providing a date would be helpful. There was a suggestion to not include a timeframe to allow LEAs the option of where to stop. Keep EQ.</p> <p>For anyone interested in the PL -Theresa Hale (she/her) Program Manager, NRC Outreach Institute for Middle East Studies Elliott School of International Affairs The George Washington University o (202) 994-1752 m (757) 784-6220 imes_outreach@gwu.edu</p>
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G7: Determining how attempts at cooperation and peace define Jerusalem as a place			Our group recommendation for the Unit 7 changes is to not make any changes. Further we would prefer that the Jerusalem content topic not be included in the framework.		
G7: Assessing the effectiveness of regional conflicts, violence, and peace negotiations on Jerusalem.			""		