


---

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

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

**DATE:** March 26, 2024

**SUBJECT:** Educate to Stop the Hate Committee

---

### **Purpose**

The Maryland State Department of Education's (MSDE) Social Studies branch of the Office of Teaching and Learning Instructional Programs and Services (OTLIPS) presents as information to the Maryland State Board of Education (MSBE) the framework of the Educate to Stop the Hate Committee.

### **Background**

COMAR 13A.04.08.01 mandates that LEAs offer social studies from prekindergarten to twelfth grade which "shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years." The regulation also states that the standards must align to the College, Career, and Civic Life (C3) Framework for Social Studies Standards. The resulting Maryland Social Studies Standards currently in place are guided by national best practices, and as such, are designed as inquiry statements and do not contain any specific content by design.

MSDE holds the belief that social studies coursework can and should be leveraged to challenge contemporary racism and hatred while building tolerance and understanding amongst Maryland's students. While MSDE's social studies standards and frameworks. To this end, MSDE will convene the Educate to Stop the Hate Committee (ESHSC) to improve student outcomes, 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.

### **Executive Summary**

1. This presentation will provide information on the following:
  - Background on standards & frameworks
  - The charge, purpose, and objective of the EHSC
  - Committee personnel
  - Committee workflow

### **Action**

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

**Attachments**

ESHC.pptx

ESHC.pdf

Office of Teaching & Learning

# Educate to Stop the Hate Committee

March 26, 2024

Presented By | Dr. Deann Collins, Deputy Superintendent, Office of Teaching & Learning  
Peter Phineas Ramsey, Director of Social Studies





## Presentation Outline

1. Context
2. Standards & Frameworks
3. Committee Charge, Purpose, and Objective
4. Committee Personnel
5. Committee Workflow
6. Partnership & Transparency

## Contextual & Background Information

- COMAR 13A.04.08.01 mandates that LEAS offer social studies from prekindergarten to twelfth grade which “shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years.”
- The regulation also states that the standards must align to the College, Career, and Civic Life (C3) Framework for Social Studies Standards.
- The resulting Maryland Social Studies Standards currently in place are guided by ***national best practices***, and as such, are designed as ***inquiry statements*** and do not contain any specific content by design.

# Social Studies Standards & Frameworks

What is the difference between standards and frameworks?

## Standards

- Statements that define what students should know and be able to do in a core content area. Whereas curriculum resources are not compulsory, content standards are. All local education agencies (LEAs) must align their curricula to the State content standards.

## Frameworks

- Curriculum frameworks are developed by the Maryland State Department of Education (MSDE) to support LEAs in providing high-quality instructional programs. The curricular frameworks **provide guidance** for implementing the State Standards which are reviewed and adopted by the Maryland State Board of Education (MSBE).

# The Social Studies Standards (last adopted 2021)

Standard	Description
<b>Standard 1.0</b> <i>Civics</i>	<b>Students shall inquire</b> about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
<b>Standard 2.0</b> <i>Peoples of the Nations and World</i>	<b>Students shall inquire</b> about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
<b>Standard 3.0</b> <i>Geography</i>	<b>Students shall inquire</b> about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place
<b>Standard 4.0</b> <i>Economics</i>	<b>Students shall inquire</b> about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
<b>Standard 5.0</b> <i>History</i>	<b>Students shall inquire</b> about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
<b>Standard 6.0</b> <i>Skills and Processes</i>	<b>Students shall inquire</b> about civics, geography, economics, history, and people and nations of the world using 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.

# Examples of Current Frameworks Performance Indicators

Class	Performance indicator/Objective
Modern World History	Evaluating the impact of the end of the trans-Atlantic trade of enslaved persons on Africa, the Americas, and Europe
Modern World History	Evaluating the cause, course, and consequences of the Holocaust
Modern World History	Analyzing the systematic and state-sponsored atrocities perpetrated by governments in Europe and Asia during World War Two
High School United States History	Analyzing how government-sponsored segregation in housing, redlining, and blockbusting contributed to unequal access to post-war prosperity.
Middle School US History	Examining the ways in which African American communities fought to protect and expand their rights
US Government	Analyzing how the Supreme Court's decision in <i>Brown v. Board of Education</i> (1954) and <i>Baker v. Carr</i> (1962) impacted equal protection.
6/7 Grade Social Studies	Examining the short- and long-term effects of chattel slavery on the social, political, and economic life in colonial North America.
6/7 Grade Social Studies	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
US History	Assessing how the Immigration Act of 1924, the Ku Klux Klan, Tulsa Race Riot, Alien Land Laws, and Eugenics perpetuated racism and discrimination against racial, ethnic, and religious minorities, those with disabilities, and LGBTQ+



## Charge & Purpose of the Educate to Stop the Hate Committee



The Maryland State Department of Education (MSDE) supports the charge to examine standards and curriculum through a diverse and equitable lens.



Social studies coursework can and should be leveraged to challenge contemporary racism and build tolerance and understanding amongst our students.



MSDE proposes to convene the Educate to Stop the Hate Committee (ESHHC) to respond with immediacy and efficiency to these emergent needs.

## Committee Objective

To improve student outcomes, 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 needs.

## The Committee's Personnel Framework

Who will make up the EHSC & how will they be trained?

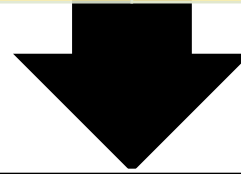
The ESHC shall be comprised of no more than ten to twelve members:

Two co-chairs

Five educators (such as teachers, administrators, and/or content supervisors)

two parents of Maryland Public School students

two community members (such as university scholars and/or associated content experts)



All members of the ESHC shall undergo rigorous training in MSDE policies & procedures.

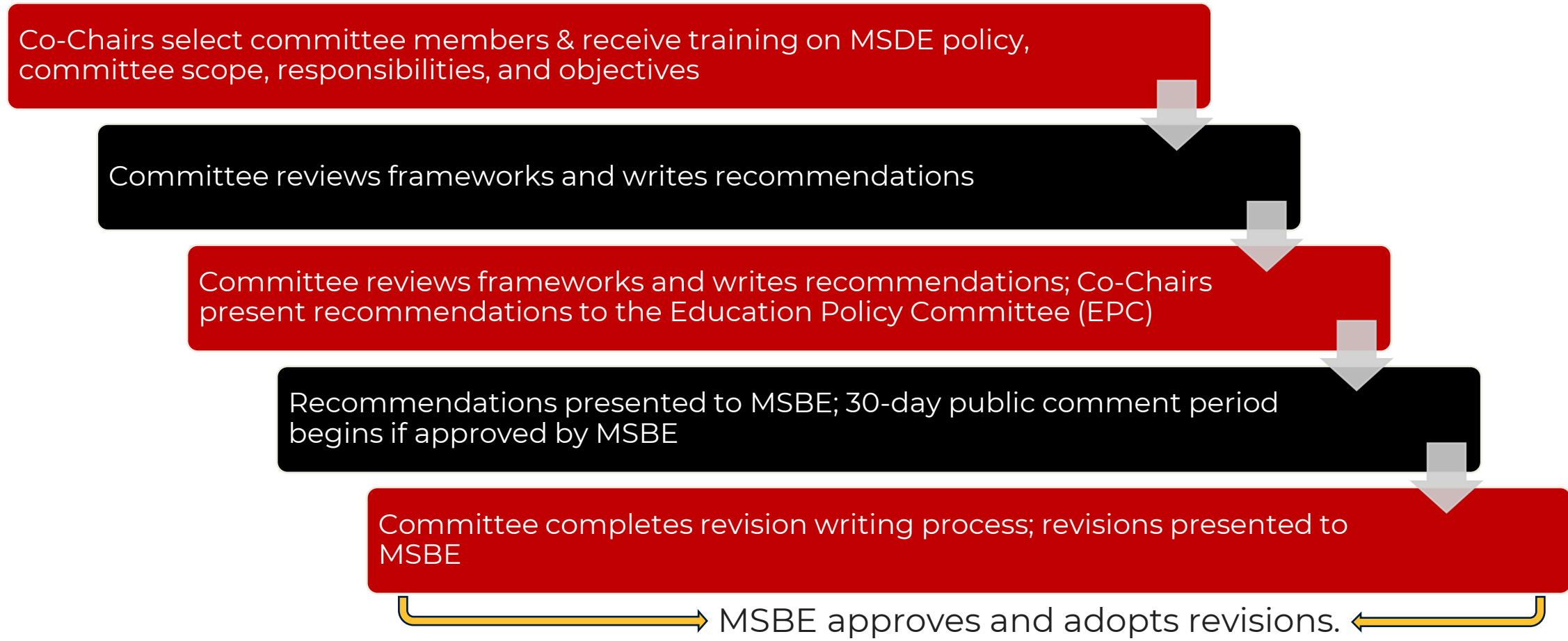
# Committee Personnel

## ESHC Personnel

Co-chair (MSDE)	Co-chair
Teacher	Teacher
Content supervisor/Teacher	Content Supervisor
School Administrator	LEA administrator/School Administrator
Parent	Parent
Associated content expert	Associated content expert

# Workflow of the Educate to Stop the Hate Committee

What will the flow of the ESHC look like?



## Partnership & Transparency

### How will we strategically partner with all stakeholders?

- In partnership with teachers, supervisors, parents, institutes of higher education, and other stakeholders, MSDE and the State Board will continue to undertake significant review of state standards, frameworks, and all curricular resources.
- This process, will also include our critical partners in the General Assembly.
- It is important to note that the work of this committee will be ongoing – as emergent and ongoing needs arise, MSDE is committed to tackling these issues head on.