



Maryland

STATE DEPARTMENT OF EDUCATION

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

Office of Instructional Programs and Services

January 2025

Introduction to the Proposed Revisions

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

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

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

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

PreK-2nd Grade Proposed Revisions

Prekindergarten

Unit 1: Civics

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

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Conflict and compromise	Why do Americans use compromise to resolve conflicts?	<p>Students will examine the role of conflict and compromise by:</p> <ul style="list-style-type: none">identifying school or community conflicts that require working with groups to resolve, emphasizing the importance of inclusive decision-making.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?	<p>Students will analyze the how groups and people in authority use rules to promote the common good by:</p> <ul style="list-style-type: none">explaining that rules serve to support order and protect individual rights and fairness for all members of the community.evaluating classroom rules for their ability to promote freedom and equality, and that all students feel valued and respected.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

Kindergarten

Unit 1: Civics

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

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Freedom	What does it mean to be free?	<p>Students will examine the concept of freedom by:</p> <ul style="list-style-type: none"> analyzing the collective responsibility to protect one another from the infringement upon freedom for others in our community, fostering an inclusive environment.
Conflict and compromise	Why do Americans use compromise to resolve conflicts?	<p>Students will examine the role of conflict and compromise by:</p> <ul style="list-style-type: none"> identifying school or community conflicts that require working with groups to resolve, emphasizing the importance of inclusive decision-making. identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate but also enrich conflict resolution. creating an action plan for how compromise could address a school conflict, ensuring that all voices are heard and respected.

<p>Rules</p>	<p>Why do we have rules at home, at school and in our community?</p>	<p>Students will analyze the how groups and people in authority use rules to promote the common good by:</p> <ul style="list-style-type: none"> explaining why rules are different based on location, and how they adapt to meet the needs of diverse communities. creating a list of rules to support a just and inclusive classroom. evaluating classroom rules for their ability to promote freedom, equality and equity, and that all students feel valued and respected.
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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?

<p>CONTENT TOPIC</p>	<p>ESSENTIAL QUESTION</p>	<p>INDICATOR AND OBJECTIVES</p>
<p>Community</p>	<p>How do communities help individuals and groups?</p>	<p>Students will be able to explain the importance of community by:</p> <ul style="list-style-type: none"> explaining how community members work together to create and uphold rules to promote fairness and safety for members of the community. both leaders and members create and uphold rules to promote a fair and safe community. analyzing celebrations and traditions that are shared by members of a school community. identifying the benefits and responsibilities of being a part of a community.

<p>Cooperation</p>	<p>Why is it important that people work together toward a common goal?</p>	<p>Students will be able to describe the importance of cooperation by:</p> <ul style="list-style-type: none"> defining cooperation as the efforts made by a group of people with multiple points of view to meet a common goal. identifying common shared goals of the school community. explaining why school goals require the collaborative effort of community members and cannot be reached by individuals alone.
<p>Problem Solving</p>	<p>How do communities work together to solve problems?</p>	<p>Students will analyze community problem solving by:</p> <ul style="list-style-type: none"> identifying how multiple diverse perspectives in a community can complicate conflict resolution.
<p>Civic Engagement</p>	<p>Why is it important to be civically engaged?</p>	<p>Students will be able to explain the importance of civic engagement by:</p> <ul style="list-style-type: none"> describing how individuals people impact their community by being civically engaged.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

Grade 2

Unit 1: Civics

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

Unit Question: How can you support your community?

<p>CONTENT TOPIC</p>	<p>ESSENTIAL QUESTION</p>	<p>INDICATOR AND OBJECTIVES</p>
<p>Common Good</p>	<p>Why are decisions made on behalf of the common good?</p>	<p>Students will analyze the role of the common good by:</p> <ul style="list-style-type: none"> explaining that the common good strives for goals of freedom, equality, equity, and fairness to fit the needs of diverse communities, within a community.

<p>Government</p>	<p>Why do some people have power and authority over others in a democracy?</p>	<p>Students will analyze democracy by:</p> <ul style="list-style-type: none"> exploring ways that people can express their ideas and strive for equitable (fair, just) solutions being proposed in their community. exploring governing powers at home, school and the 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.
<p>Civic Engagement</p>	<p>How can people be civically engaged?</p>	<p>Students will analyze responsible civic engagement by:</p> <ul style="list-style-type: none"> describing characteristics of good citizenship through a diverse array of people who changed the world. historic figures and ordinary citizens.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

3rd-5th Grade Proposed Revisions

Grade 3

Unit 1: Civics

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

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

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

Unit 2: Economics and Geography: No Change

Unit 3: History

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

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

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
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<p>Cultural Change Over Time</p>	<p>How did people live in the past?</p>	<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. developing timelines showing settlement of various diverse cultural groups in Maryland.
	<p>How did early groups influence how we live today?</p>	<p>Students will analyze influences of early cultural groups by:</p> <ul style="list-style-type: none"> analyzing photographs, images, and text from the past to learn about key historical figures and diverse individuals and groups. interpreting evidence of the past to make claims about how diverse individuals and groups shaped their region.

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
<p>Early Settlements</p>	<p>How did the pursuit of freedom lead to conflict?</p>	<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.
<p>Colonial Regions</p>	<p>How does where you live, impact how you live?</p>	<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 women, African Americans, and other groups in Maryland in supporting the American Revolution.

Grade 5

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

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

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

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

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
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<p>The Road to the Civil War</p>	<p>How did the War of 1812 prepare the nation for the constitutional challenges during the Civil War?</p>	<p>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>Conflicts over Slavery and the Civil War</p>	<p>How did conflicts over slavery result in the Civil War?</p>	<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.
<p>Urbanization, Industrialization, and Immigration</p>	<p>Do the benefits of post-Civil War industrialization outweigh the costs?</p>	<p>Students will analyze the transformations in the movement of goods, people and ideas by:</p> <ul style="list-style-type: none"> evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for diverse Marylanders.

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
<p>Individuals as Tools for Change</p>	<p>How have members of my community supported and expanded freedom for its members?</p>	<p>Students will analyze local community leaders by:</p> <ul style="list-style-type: none"> describing ways that diverse individuals and groups have people benefitted from and been challenged by working together including through government, work-places, voluntary organizations, and families.

Contesting, Upholding, and Redefining Freedom, Rights, and Citizenship: Civil Rights	How has government evolved to expand the meaning of “We the People”?	Students will evaluate civil rights in Maryland and the United States by: <ul style="list-style-type: none">defining civil rights and their importance for all people to life in the United States.analyzing how the government granted or denied freedoms for diverse groups of people based on race, gender, religion, and other characteristics over time.
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6th-8th Grade Proposed Revisions

Grade 6

Unit 1: Geographic Thinking: No Change

Unit 2: Human Interaction with the Environment

Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment.

Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?

CONTENT TOPIC (TIMEFRAME)	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<p>The Neolithic Revolution and River Valley Civilizations</p> <p>(12,000 BCE-450 BCE)</p>	<p>Why do complex societies emerge?</p>	<p>Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by:</p> <ul style="list-style-type: none"> Comparing and contrasting how early complex societies in Africa, Asia, and/or the Americas interacted with the environment to create thriving settlements.

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
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<p>Early State Formation</p> <p>(3100 BCE–500 CE)</p>	<p>How is power lost and gained?</p>	<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.
<p>Democratic Revolutions</p> <p>(1600 CE–1970 CE)</p>	<p>How effective were democratic revolutions in achieving their goals?</p>	<p>Students will analyze local, regional, and global examples of democratic revolutions as attempts to generate stability and connect and divide people across location, region, and the globe by:</p> <ul style="list-style-type: none"> Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and or Europe.
<p>Authoritarian Regimes</p> <p>(1900 2000 CE – today)</p>	<p>Can authoritarian regimes survive in the 21st century?</p>	<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"> 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.

Unit 4: Movement of Pathogens and Ideas

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

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

Content moved to subsequent topic

CONTENT TOPIC (TIMEFRAME)	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<p>Bubonic Plague</p>	<p>Does the spread</p>	<p>Students will assess the effects of the Bubonic Plague on regional and local communities by:</p>

<p>(1340 CE-1350 CE)</p>	<p>of disease cause people to unite?</p>	<ul style="list-style-type: none"> Tracing the geographic spread and the mechanisms that facilitated the spread of the Bubonic Plague in Asia and Europe. Describing how contemporary reactions to the Bubonic Plague were influenced by social and cultural values, and beliefs. Analyzing the plague's short- and long-term impact on population, antisemitism, feudalism, and the role of the Church in Europe.
<p>The Decline of Empires (1945 CE-1997 CE)</p>	<p>How can the movement of ideas lead to change?</p>	<p>Students will evaluate the local and global movement of democratic ideals and its impact on colonial empires by:</p> <ul style="list-style-type: none"> Analyzing the role of individual leaders, movements, and strategies in defeating colonial rule in Asia, Africa, and/or the Middle East.
<p>Pandemics (1300 1980 CE-today)</p>	<p>Can human systems prevent the movement of disease?</p> <p>How do human responses to disease outbreaks unite or divide people, and reflect our ability to control their spread?</p>	<p>Students will explore the local and global impacts of pandemics by:</p> <ul style="list-style-type: none"> Tracing the global spread of the Bubonic Plague across Asia, North Africa, and Europe and analyzing its short- and long-term impacts on population, antisemitism, feudalism, and the role of the Church. Identifying Analyzing the origin, scope, and statistical trends related to the of global spread pandemics of avian and other zoonotic influenza, AIDS, Zika, COVID-19 and compare the responses and impacts across regions, including in Asia, Africa, Europe, Oceania, and/or the Americas. Examining the role of multinational companies, governments, and non-governmental organizations in addressing the public health crises associated with the global spread of disease. Contrasting the responses and impact to the global spread of disease in Asia, Africa, Europe, Oceania, and the Americas. Describing how social and cultural values have shaped responses to pandemics and fueled prejudice against specific groups of people.

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?	Students will evaluate the regional and global causes and consequences of expanding capital markets through imperialism and settler colonialism by: <ul style="list-style-type: none"> Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on global societies. in Asia, Africa, Oceania, and/or the Americas. Contrasting how communities in Asia, Africa, Oceania, and the Americas responded to and resisted imperialism and settler colonialism.
Centralized Planning in the Twentieth Century (1900 CE-2000 CE)	How did centrally planned economies connect and divide people?	Students will investigate how centrally planned economies impacted regional and global relationships by: <ul style="list-style-type: none"> Comparing Evaluating the long-term impacts of centrally planned economies in Asia, Europe, and /or the Americas.
Globalization (1980 CE- today)	Is globalization good for everyone?	Students will evaluate the regional and global causes and consequences of globalization by: <ul style="list-style-type: none"> Contrasting the long-term impacts of globalization in Asia, Europe, the Americas, and /or Africa.

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

Unit 8: Regional Case Study of Geographic Thinking: No Change

Grade 8

Unit 1: Colonization (1607-1754): No Change

Unit 2: The American Revolution (1754-1783): No Change

Unit 3: Founding of the New Government (1776-1791): No Change

Unit 4: A New Nation (1787-1825): No Change

Unit 5: Geographic Expansion and Political Division (1820-1860): No Change

Unit 6: Civil War and Reunion (1860-1896): No Change

Unit 7: Growth of Industrial America (1877-1890): No Change

High School United States History Proposed Revisions

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"> Explaining the impact of labor unions and strikes on labor management relations. Describing the effectiveness of the NAACP's efforts to address African American and organizations such as the Anti-Defamation League on addressing inequality.
Imperialism	Was American imperialistic growth consistent with democratic ideals?	<p>Students will evaluate the significance of the United States becoming an imperialist power by:</p> <ul style="list-style-type: none"> Assessing the impacts of the annexation of Hawai'i and the Philippine-American War. Assessing the causes and consequences of American intervention/involvement in Latin America, Hawaii, the Philippines, China, and Japan.

Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)

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

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

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

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	Students will analyze how individuals and groups mobilized against inequalities in American society by:

	<p>in achieving equality for Americans?</p>	<ul style="list-style-type: none"> Investigating the impact of Great Society legislation on poverty, the expansion of the New Deal, and immigration, including how Cold War pressures selectively influenced U.S. policies to lift racial restrictions on Asian immigration with a preference for high-skilled immigrants.
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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
<p>Political Polarization</p>	<p>How do conflicting perspectives lead to polarization and alter the debates over public policy?</p>	<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.
World War II	Is war inevitable?	<p>Students will analyze the global scope and human costs of World War Two by:</p> <ul style="list-style-type: none"> Evaluating the cause, course, and consequences of the Holocaust (2, 3).

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