

TO: Members of the State Board of Education

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

DATE: January 16, 2024

SUBJECT: Social Studies Standards and Frameworks Validation Committee

Purpose

The Social Studies Standards and Frameworks Validation Committee (SFVC) has completed its review and proposed revisions to Maryland’s social studies frameworks. These revisions aim to enhance equity, inclusivity, and civic competence across all grade levels.

Background

As mandated by COMAR 13A.04.08.01, Maryland’s social studies standards and frameworks must align with the College, Career, and Civic Life (C3) Framework for Social Studies Standards and emphasize inquiry-based learning. To support this alignment and address contemporary educational challenges, the Social Studies SFVC, also known as the Educate to Stop the Hate Committee, was convened in March 2024. The SFVC’s mission includes enhancing the frameworks to promote inclusivity, foster tolerance, and understanding, and equip students with the skills needed for civic competence. Composed of educators, parents, content experts, and community leaders from across Maryland, the committee reflects the state’s commitment to collaboration and diversity.

Key Revisions

The proposed revisions align closely with the committee’s goals of promoting inclusivity, equity, and civic competence in social studies education. These updates integrate diverse perspectives, foster critical thinking, and deepen engagement with social and historical contexts. Inquiry-based learning serves as a cornerstone, encouraging analysis of multiple viewpoints and connecting historical events to contemporary challenges. By prioritizing inclusivity and advancing civic literacy, the revisions reflect the committee’s mission to equip students with the knowledge and skills needed for active, empathetic, and informed participation in a democratic society.

Next Steps

The SFVC has established the following timeline for the completion and implementation of the revised social studies frameworks:

- **January 2025:** Seek the State Board Education Policy Committee's approval to release the revised frameworks for public comment.

- **February 2025:** Launch a 30-day public comment period to gather feedback from stakeholders.
- **March 2025:** Present the final frameworks to the State Board of Education for review and adoption

Attachments

SS_SFVC Report v8.pdf

Revised Social Studies Standards (Information Only).pdf

Office of Teaching and Learning Instructional Programs and Services

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

January 16, 2025

Presented By | Peter Ramsey, Director of Social Studies

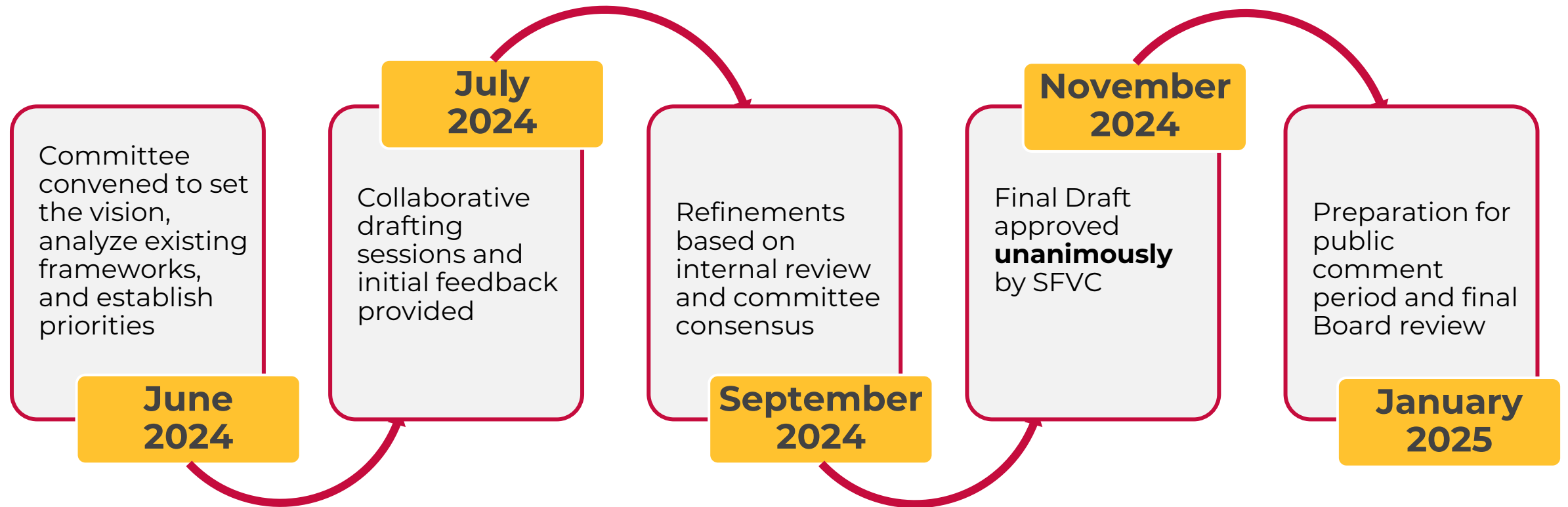
A teacher with curly blonde hair, wearing a green shirt, is smiling and giving a high-five to a young student with curly dark hair wearing a yellow and black striped shirt. They are in a classroom with other students at desks in the background.

Presentation Outline

1. Introduction
2. Timeline
3. Guiding Principles
4. Engagement
5. Unit Revisions
6. Action Requested

Summary of the Social Studies SFVC Process

What was the timeline of the work of the Social Studies SFVC?



Guiding Principles of the Social Studies SFVC

**Equity
and
Representation**

**Improved
Student
Outcomes**

**Diverse
Needs and
Interests**

**Challenging
Racism
and Hate**

**Alignment
with
Emergent
Needs**

<https://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/SFVC.aspx>

Engagement & Representation

How did the Social Studies SFVC promote diverse engagement?



DIVERSE REPRESENTATION

The committee included teachers, LEA representatives, parents, and community leaders from across Maryland



COLLABORATIVE FEEDBACK

Input from LEAs, community members, and other stakeholders shaped the revisions



TRANSPARENCY

Regular updates and documentation shared throughout the process



CONTENT

Frameworks expanded to include underrepresented perspectives and experiences

Proposed Revisions by the Numbers

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

Examples of Key Revisions in Elementary Frameworks

1st Grade Example on Unit 1: Civics

Before

Students will be able to explain the importance of community by:

- identifying the benefits of being a part of a community.

After

Students will be able to explain the importance of community by:

- identifying the benefits and responsibilities of being a part of a community.

See pages 14-22 of the Social Studies SFVC Summary Report for the full list of proposed revisions.

Examples of Key Revisions in Middle Frameworks

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

Before

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

- Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology.

After

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

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

See pages 23-27 of the Social Studies SFVC Summary Report for the full list of proposed revisions.

Examples of Key Revisions in High School Frameworks

United States History Example Unit 2: World War One, Prosperity and Depression, World War Two

Before

Students will assess how World War One promoted continuity and change in American foreign and domestic policy by:

- ~~assessing the impact of post war demobilization on racial tension and the Red Scare.~~

After

Students will assess how World War One promoted continuity and change in American foreign and domestic policy by:

- analyzing the Red Scare, including the antisemitic and xenophobic associations of Jews with radicalism and communism, and its influence on anti-immigration legislation.

See pages 28-33 of the Social Studies SFVC Summary Report for the full list of proposed revisions.

Next Steps

The revised social studies frameworks will be released for a 30-day public comment period in February, providing an opportunity for stakeholders to review and provide feedback.

January 2025

Present draft revisions to State Board Education Policy Committee

February 2025

Launch 30-day public comment period

March 2025

Present the final frameworks for Board review and adoption



Maryland

STATE DEPARTMENT OF EDUCATION

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

Office of Instructional Programs and Services

January 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 eight 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.

History

MSDE revised state standards in social studies and began to write the Voluntary State Curriculum in 1998. The development of the Voluntary State Curriculum included standards and frameworks aligned to national standards and were developed by teacher and supervisor teams across Maryland. The Voluntary State Curriculum was subsequently evaluated by expert reviewers, including the Maryland Geographic Alliance (MGA), the Maryland Council for Economic Education (MCEE), the Maryland State Archives (MSA), the Smithsonian Museum of American History (SMAH), college and university professors, and other relevant experts. MSDE then developed a request for proposal (RFP), which was awarded to Westat for further expert review of the standards. Final revisions were made based on the expert review, and the standards were accepted by the Maryland State Board of Education (MSBE) in June 2006. In 2010, the Voluntary State Curriculum was updated to meet the evolving research in social studies education.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, commonly referred to as the C3 Framework, was the result of a three-year state-led collaborative effort and was adopted in 2013. Throughout the development process, stakeholders, including teachers, solicited feedback. The writing team was composed of experts from the academic disciplines of civics, economics, geography, history, as well as in K-12 social studies education. The resulting C3 Framework served to assist states in upgrading their state social studies standards. The Code of Maryland Regulations (COMAR) 13.A.04.08.01 mandates that the social studies comprehensive instructional program includes the C3 Framework. Its three objectives are to enhance social studies rigor, develop critical thinking and civic engagement skills, and align programs with Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in History/Social Studies standards. Moreover, the C3 Framework aims for students to acquire and apply knowledge to prepare them for college, career, and civic life through social studies instruction based on an inquiry arc. The inquiry arc involves developing questions, applying disciplinary tools and concepts, evaluating sources and using evidence, and sharing conclusions.

Under COMAR 13.A.04.08 *Programs for Social Studies*, each local school system is tasked with providing an instructional program in social studies for all students in public schools in grades prekindergarten through eight, and a social studies program in grades 9 – 12 to enable students to meet graduation requirements and select social studies electives. In September 2014, the social studies standards were reviewed to ensure alignment to the C3 Framework. Standard 1.0 was changed from Political Science to Civics, and Standard 6.0, Skills and Processes, was revised to reflect the skills and processes from the C3 Framework. In January 2015, the revisions were adopted. In addition, assessment limits were developed by a committee of social studies teachers, supervisors, and MSDE staff.

In December 2017, MSDE received a request from the MSBE to review the state standards in social studies. The MSDE superintendent, Dr. Karen B. Salmon, approved the MSBE's request and initiated a state Protocol for Developing and Revising Standards. In June 2018, MSDE initiated a 30-day public survey to seek feedback on the social studies standards. The Standards Review Committee, consisting of teachers, district social studies specialists, scholars, and associated social studies organizations, met in December 2018 to review data from the survey and make recommendations. The review panel sought to use their expertise, the data from the public survey, and the report by the civic symposium held by MSDE in June 2018, to determine what edits were needed. Through regional review meetings with stakeholders, the committee recommended minor revisions be made to the social studies standards to include inquiry as central to the wording of the standards, to maintain the six standards

(1.0 Civics, 2.0 Peoples and Nations of the World, 3.0 Geography, 4.0 Economics, 5.0 History, 6.0 Skills and Processes), and to update academic language and to be more descriptive of its content, specifically in Standard 1.0, Civics. The MSBE granted permission for MSDE to revise COMAR 13.A.04.08 *Program for Social Studies* in May 2019 based on the committee's recommendations, and after feedback from district social studies supervisors, the State Board approved the proposed amendments in March 2020.

MSDE provides grade-level frameworks, developed, reviewed, and revised by teams of educators across Maryland, as supporting documents. Revisions to State Frameworks began in late 2015 to align these documents with the adopted standards for skills and processes, based on the C3 Framework, in 2015. The High School American Government Framework was released in 2016 and updated in 2022. The Frameworks for Modern World History and Middle School United States History (Grade 8) were released in 2018, and the latter was updated in 2023. In 2020, the Prekindergarten – 5 and High School United States History Frameworks were released. The Frameworks for Grades 6-7 began a revision process in September 2019, and a draft was completed in March 2022. Academic reviews of the Grade 6-7 Frameworks were conducted in late 2022 through February 2023, final edits and updates were provided in the Spring and Summer of 2023, and the final revisions were released in Fall 2023.

Rationale

The SFVC System Framework

The Social Studies Standards SFVC was intentionally designed to provide a structured, inclusive, and adaptable system for reviewing and refining Maryland's social studies frameworks. This system ensures that the frameworks are informed by a diverse range of perspectives while remaining grounded in best practices for education.

The SFVC model excels for several reasons:

1. **Expert-Driven Collaboration:** The committee brings together educators, administrators, content experts, and community representatives from across Maryland to evaluate and enhance the frameworks. This diversity of expertise ensures that revisions are both pedagogically sound and relevant to Maryland's diverse student population.
2. **Focus on Equity and Inclusivity:** The SFVC prioritizes addressing gaps in representation and ensuring the frameworks reflect the lived experiences and histories of all Maryland students. This commitment to inclusivity ensures that the frameworks support equitable outcomes and foster a sense of belonging in every classroom.
3. **Alignment with Educational Goals:** The SFVC is designed to ensure that the frameworks support the state's mission to prepare students for college, career, and civic life. By integrating the Inquiry Arc and focusing on actionable components like indicators and objectives, the committee ensures that the frameworks align with both state priorities and national benchmarks.
4. **Adaptability and Flexibility:** The SFVC system allows for ongoing refinement and alignment as educational needs evolve. This adaptability ensures that the frameworks remain relevant and responsive to emerging challenges without overburdening educators or students.

By combining expertise, inclusivity, and a focus on clear instructional goals, the SFVC system provides a strong foundation for improving social studies education in Maryland. It enables the development of frameworks that are rigorous, reflective of Maryland's diversity, and effective in preparing students to engage thoughtfully and responsibly in a complex and interconnected world.

The Maryland Social Studies Frameworks

Maryland's social studies standards and frameworks are deeply intertwined with the principles of the College, Career, and Civic Life (C3) Framework's Inquiry Arc. The Inquiry Arc provides a structure that emphasizes active learning and critical thinking, guiding students as they investigate social studies topics and develop the skills necessary for civic participation. This process is integral to the Maryland Social Studies Standards and Frameworks, ensuring that students engage with content in a way that is purposeful, reflective, and meaningful.

The Inquiry Arc and Maryland Social Studies Standards

The Maryland Social Studies Standards define the six key areas of study—Civics, Peoples of the Nations and World, Geography, Economics, History, and Skills and Processes—outlining what students should know and be able to do at each grade level. The Inquiry Arc complements these standards by providing a pedagogical framework to achieve them. It organizes learning into four dimensions:

1. **Developing Questions and Planning Inquiries:** Students create compelling and supporting questions to guide their investigations, encouraging curiosity and deeper exploration.
2. **Applying Disciplinary Concepts and Tools:** Students use the specific methods and concepts of social studies disciplines (e.g., historical analysis, geographic tools, or civic reasoning) to engage with the standards.
3. **Evaluating Sources and Using Evidence:** Students critically analyze and synthesize information from diverse sources to support claims and arguments.
4. **Communicating and Critiquing Conclusions & Taking Informed Action:** Students communicate and present claims, critique claims, and identify ways to address problems in their communities.

The Role of Framework Components

The Maryland Social Studies Frameworks serve as a bridge between the high-level standards and the detailed curricula developed by local school systems. They include several key components that support educators in designing instruction aligned with the Inquiry Arc and standards:

- **Indicators Statements:** Statements that assist teachers in determining how to link specific content to be studied to the essential question.
- **Objectives:** Provide teachers with detailed information regarding what specific learning should occur. They often break down complex tasks into manageable learning goals, ensuring that students build skills and knowledge incrementally.
- **Essential Questions:** Essential questions are open-ended and thought-provoking, designed to spark inquiry and guide student investigations. These questions encourage students to connect their learning to broader themes and real-world contexts, fostering critical thinking and engagement.
- **Enduring Understandings:** Enduring understandings articulate the big ideas or core concepts that students should retain long after the lesson ends. They provide a lens through which students can interpret content, make connections, and see the relevance of social studies to their own lives and communities.

How They Work Together

Together, these components create a cohesive framework that aligns with the Inquiry Arc and supports the standards. For example, an essential question like *“How do laws shape society?”* invites students to explore enduring understandings about governance and civic responsibility. Indicators and objectives then scaffold the inquiry process, guiding students as they analyze sources, apply disciplinary tools, and communicate their findings. This approach ensures that instruction is both rigorous and adaptable, allowing educators to tailor their teaching while maintaining alignment with Maryland’s social studies vision.

By integrating the Inquiry Arc with clear indicators, objectives, essential questions, and enduring understandings, Maryland’s social studies frameworks provide a roadmap for cultivating critical thinkers and engaged citizens. This structure empowers students to investigate, analyze, and act, preparing them to navigate a complex and interconnected world.

Process

The Social Studies Standards and Frameworks Validation Committee (SFVC) was convened in Spring 2024. This initiative represents a collaborative, inclusive, and thorough process aimed at ensuring the standards and frameworks align with the diverse needs of Maryland's students and prepare them for active, informed participation in our democracy. The process has emphasized equity, inquiry-based learning, and a commitment to engaging a wide array of stakeholders at every stage.

The work of the SFVC underscores the importance of collaboration, inclusivity, and transparency in educational policymaking. 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 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. The committee emphasized equity, inclusivity, and the development of civic competence as core principles guiding their work. 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. These conversations provided valuable insights into how the frameworks could better address diversity, inclusivity, and civic engagement. 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 a comprehensive report detailing the proposed changes to the frameworks, the rationale behind these revisions, and their anticipated impact on student outcomes. A public comment period scheduled for February 2025 will allow for further feedback, ensuring transparency and inclusivity in the decision-making process.

Spring 2025: Final Adoption Vote

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

Highlights of Inclusivity and Engagement

Throughout the process, inclusivity and engagement have been foundational to the SFVC's work:

- **Diverse Representation:** Committee members reflected the geographic, cultural, and demographic diversity of Maryland.
- **Transparent Decision-Making:** Regular updates were shared with the public, and opportunities for feedback were built into every phase.
- **Focus on Equity:** The frameworks emphasize the inclusion of historically underrepresented voices and perspectives, ensuring all students see themselves reflected in their education.

The SFVC process exemplifies Maryland's commitment to equity, inclusivity, and excellence in social studies education. By engaging diverse voices, grounding decisions in research, and fostering transparency, the committee has developed frameworks that will empower Maryland's students to become informed, thoughtful, and active participants in a global society.

This process has laid a strong foundation for the future of social studies education in Maryland. By fostering civic competence, critical thinking, and an appreciation for diverse perspectives, these frameworks will equip students to become thoughtful, engaged members of their communities. As the SFVC transitions to the implementation phase, the continued support of the Maryland State Board of Education will be essential in realizing this vision.

The work of the SFVC represents a shared commitment to providing all Maryland students with an inclusive, equitable, and impactful social studies education. This effort underscores the vital role of education in shaping the next generation of informed and engaged citizens, ensuring a brighter and more just future for our state and nation.

The finalized recommendations mark a significant step forward in providing students with an inclusive, impactful social studies education and reaffirm Maryland's role as a leader in educational innovation. The Board of Education's continued support will ensure the successful adoption and implementation of these critical updates.

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.
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 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.

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

Grade 1

Unit 1: Civics

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

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

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

Unit 2: Geography: No Change

Unit 3: Economics: No Change

Unit 4: History: No Change

Grade 2

Unit 1: Civics

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

Unit Question: How can you support your community?

CONTENT TOPIC	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
Common Good	Why are decisions made on behalf of the common good?	<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.
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 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.
Civic Engagement	How can people be civically engaged?	<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
<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
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 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
The Road to the Civil War	How did the War of 1812 prepare the nation for the constitutional challenges during the Civil War?	<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.

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.
Urbanization, Industrialization, and Immigration	Do the benefits of post-Civil War industrialization outweigh the costs?	<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
Individuals as Tools for Change	How have members of my community supported and expanded freedom for its members?	<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”?	<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 for diverse groups of people based on race, gender, religion, and other characteristics over time.

6th-8th Grade Proposed Revisions

Grade 6

Unit 1: Geographic Thinking: No Change

Unit 2: Human Interaction with the Environment

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
<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>(1340 CE-1350 CE)</p>	<p>Does the spread of disease cause people to unite?</p>	<p>Students will assess the effects of the Bubonic Plague on regional and local communities by:</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</p> <p>(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.

CONTENT TOPIC (TIMEFRAME)	ESSENTIAL QUESTION	INDICATOR AND OBJECTIVES
<p>Pandemics</p> <p>(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
<p>Capitalism</p> <p>(1450 CE-1900 CE)</p>	<p>How did capitalism connect and divide people?</p>	<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 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.
<p>Centralized Planning in the Twentieth Century</p> <p>(1900 CE-2000 CE)</p>	<p>How did centrally planned economies connect and divide people?</p>	<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 /or the Americas.
<p>Globalization</p> <p>(1980 CE- today)</p>	<p>Is globalization good for everyone?</p>	<p>Students will evaluate the regional and global causes and consequences of globalization by:</p> <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
Jerusalem (1880 CE-1980) (1900 CE—Today)	Who defines place?	<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 in achieving equality for Americans?	<p>Students will analyze how individuals and groups mobilized against inequalities in American society by:</p> <ul style="list-style-type: none"> Investigating the impact of Great Society legislation on poverty, the expansion of the New Deal, and immigration, including how Cold War pressures selectively influenced U.S. policies to lift racial restrictions on Asian immigration with a preference for high-skilled immigrants.

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

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

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

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

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

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.