



order to become informed, responsible citizens, engage in the political process, and contribute to society.

- 2.0 Peoples and the Nations of the World: Students shall inquire 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.
- 3.0 Geography: Students shall inquire 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.
- 4.0 Economics: Students shall inquire 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.
- 5.0 History: Students shall inquire 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.
- 6.0 History, Skills & Processes: Students shall inquire 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.

These standards were adopted by MSBE in 2020 through a two-year adoption process that included input from content experts, extensive outreach to stakeholders, academic review, a 30-day public comment period, and a 15-day review by The Joint Committee on Administrative, Executive, and Legislative Review. This process produced standards that are nationally recognized as leading examples of effective, inquiry-based social studies standards.

As proposed, HB 50 will have a significant operational effect on MSDE as the agency will be required to staff the Commission in staggered 4-year terms, organize and facilitate meetings, develop and publish materials, and potentially write guidelines for LEAs, and submit an annual report.

Beyond this, MSBE has an established process for standards and curricular frameworks adoption and revision, including an eight-year revision cycle for standards. Changes to these established processes may alter the timeline in which the standards will be updated, thus impacting the associated alignment of curricular resources implemented in LEAs and requiring substantial efforts to realign them.

It should be noted that the Commission's role may be duplicative and/or in conflict with the work of identifying High-Quality Instructional Materials (HQIM) as required by 3.1.3 of the Blueprint for Maryland's Future, and the recommendations of the commission may conflict with the existing requirements of COMAR 13A.04.08.01, Requirements for Social Studies Instructional Programs.

We respectfully request that you consider this information as you deliberate **HB 50**. For further information, please contact Dr. Akilah Alleyne at 410-767-0504 or [Akilah.alleyne@maryland.gov](mailto:Akilah.alleyne@maryland.gov).