

# HOUSE BILL 1181

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CF SB 1058

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By: **Delegate Wilson**

Introduced and read first time: February 8, 2024

Assigned to: Ways and Means

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## A BILL ENTITLED

1 AN ACT concerning

2 **Education – Curriculum Standards – Antihate and Holocaust Education**  
3 **(Educate to Stop the Hate Act)**

4 FOR the purpose of requiring the State Board of Education to adopt certain curriculum  
5 standards and curriculum resources on or before a certain date; requiring the State  
6 Department of Education to revise and enhance certain history and social studies  
7 frameworks to include certain instruction; requiring all public schools and certain  
8 nonpublic schools to include the revised and enhanced instruction in school curricula  
9 beginning in a certain school year; requiring county boards of education to dedicate  
10 a portion of Title II funds for professional development related to teaching the  
11 requirements of this Act; encouraging certain nonpublic schools in the State to  
12 include in the school's curriculum at least a unit of instruction on certain topics  
13 consistent with the purposes of this Act; and generally relating to antihate and  
14 Holocaust education and curriculum standards.

15 BY adding to  
16 Article – Education  
17 Section 7–135  
18 Annotated Code of Maryland  
19 (2022 Replacement Volume and 2023 Supplement)

20 Preamble

21 WHEREAS, Hate, bigotry, and prejudice undermine the very fabric of our society,  
22 jeopardizing the fundamental principles of equity, dignity, and respect for all individuals;  
23 and

24 WHEREAS, Hateful sentiment is reaching unprecedented levels in contemporary  
25 society and is reaching a critical mass that threatens both the physical and psychological  
26 well-being of our residents; and

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 WHEREAS, Social media and technology are being used to disseminate false and  
2 inaccurate information leading to the rising tide of hate crimes, discrimination, and  
3 intolerance that threatens the harmonious coexistence of diverse communities; and

4 WHEREAS, Understanding American and world history can be critical in addressing  
5 the dramatic rise in hate rhetoric and hate-related actions and crimes; and

6 WHEREAS, Education will help students understand the roots and ramifications of  
7 prejudice, racism, and stereotyping, develop an awareness of the value of pluralism and  
8 diversity, explore the dangers of remaining silent, apathetic, and indifferent to the  
9 oppression of others, and learn how the abuse of power can lead to the implementation of  
10 destructive policies resulting in government-sponsored policies ranging from social  
11 engineering to genocide; and

12 WHEREAS, It is a policy of the General Assembly to avoid legislating the instruction  
13 of the public school system, but the unprecedented expressions of hate, bigotry, and  
14 prejudice have reached a critical and alarming mass requiring that the General Assembly  
15 take unprecedented policy action to best achieve outcomes for the people of the State; now,  
16 therefore,

17 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
18 That the Laws of Maryland read as follows:

19 **Article – Education**

20 **7–135.**

21 **(A) THIS SECTION APPLIES TO:**

22 **(1) ALL PUBLIC ELEMENTARY SCHOOLS, MIDDLE SCHOOLS, AND**  
23 **HIGH SCHOOLS; AND**

24 **(2) ALL NONPUBLIC ELEMENTARY SCHOOLS, MIDDLE SCHOOLS, AND**  
25 **HIGH SCHOOLS THAT PARTICIPATE IN STATE-FUNDED EDUCATION PROGRAMS.**

26 **(B) (1) ON OR BEFORE JANUARY 1, 2025, THE STATE BOARD SHALL**  
27 **ADOPT CURRICULUM STANDARDS AND CURRICULUM RESOURCES FOR**  
28 **INSTRUCTIONAL CONTENT ON:**

29 **(I) COMPREHENSIVE ANTIHATE EDUCATION UTILIZING**  
30 **HISTORICAL CONTEXTS THAT HAVE LED TO CONTEMPORARY RACISM AND**  
31 **PREJUDICE; AND**

32 **(II) THE HOLOCAUST.**

1           **(2) THE CURRICULUM STANDARDS AND CURRICULUM RESOURCES**  
2 **ADOPTED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL BE**  
3 **AGE-APPROPRIATE, INTERDISCIPLINARY, AND CONSISTENT WITH OTHER**  
4 **REQUIRED GRADE LEVEL INSTRUCTION.**

5           **(C) (1) THE DEPARTMENT SHALL:**

6                   **(I) REVISE AND ENHANCE THE HIGH SCHOOL HISTORY**  
7 **FRAMEWORK TO INCLUDE INSTRUCTION ON THE HISTORY AND CONTRIBUTIONS OF**  
8 **HISTORICALLY DISADVANTAGED RACIAL AND ETHNIC GROUPS, INCLUDING:**

- 9                           1. **AFRICAN AMERICANS;**
- 10                           2. **NATIVE AMERICANS;**
- 11                           3. **ASIAN AMERICANS AND PACIFIC ISLANDERS;**
- 12                           4. **HISPANIC AMERICANS;**
- 13                           5. **JEWISH AMERICANS;**
- 14                           6. **ARAB AMERICANS; AND**
- 15                           7. **OTHER HISTORICALLY DISADVANTAGED RACIAL AND**  
16 **ETHNIC GROUPS;**

17                   **(II) REVISE AND ENHANCE THE ELEMENTARY SCHOOL SOCIAL**  
18 **STUDIES FRAMEWORK FOR GRADES 4 AND 5 TO INCORPORATE INSTRUCTION**  
19 **ADDRESSING THE HOLOCAUST WITHIN THE GRADE 5 UNIT;**

20                   **(III) REVISE AND ENHANCE THE MIDDLE SCHOOL SOCIAL**  
21 **STUDIES FRAMEWORK FOR GRADES 6 AND 7 TO INCORPORATE A STUDY OF THE**  
22 **ROOTS OF ANTISEMITISM THAT LED TO THE HOLOCAUST TO HELP STUDENTS**  
23 **CONTEXTUALIZE THE STUDY OF THE HOLOCAUST IN HIGH SCHOOL; AND**

24                   **(IV) REVISE AND ENHANCE THE HIGH SCHOOL HISTORY**  
25 **FRAMEWORK TO STRENGTHEN THE REQUIRED HOLOCAUST INSTRUCTION IN:**

- 26                           1. **THE UNITED STATES HISTORY CURRICULUM, TO**  
27 **REQUIRE STUDENTS TO STUDY THE AMERICAN RESPONSE TO THE HOLOCAUST BY**  
28 **FIRST UNDERSTANDING THE ORIGINS OF THE HOLOCAUST; AND**
- 29                           2. **THE MODERN WORLD HISTORY CURRICULUM, TO**

1 REQUIRE STUDENTS TO EVALUATE THE CAUSE, COURSE, AND CONSEQUENCES OF  
2 THE HOLOCAUST.

3 (2) THE REVISED AND ENHANCED HISTORY AND SOCIAL STUDIES  
4 FRAMEWORKS DEVELOPED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY NOT  
5 EXPAND THE TOTAL AMOUNT OF INSTRUCTION REQUIRED FOR ANY GIVEN COURSE.

6 (D) BEGINNING IN THE 2025–2026 SCHOOL YEAR, ALL PUBLIC SCHOOLS  
7 AND ALL NONPUBLIC SCHOOLS THAT PARTICIPATE IN STATE–FUNDED EDUCATION  
8 PROGRAMS SHALL INCLUDE THE REVISED AND ENHANCED INSTRUCTIONAL  
9 CONTENT DEVELOPED UNDER SUBSECTION (C) OF THIS SECTION IN SCHOOL  
10 CURRICULA.

11 (E) (1) EACH COUNTY BOARD SHALL DEDICATE A PORTION OF TITLE II  
12 FUNDS FOR SUBSTANTIVE PROFESSIONAL DEVELOPMENT ON TRAINING ON  
13 TEACHING THE REQUIREMENTS OF THIS SECTION.

14 (2) TEACHERS PARTICIPATING IN PROFESSIONAL DEVELOPMENT ON  
15 TRAINING ON TEACHING THE REQUIREMENTS OF THIS SECTION:

16 (I) SHALL BE PAID OR REIMBURSED AT LOCALLY NEGOTIATED  
17 RATES; AND

18 (II) MAY BE ELIGIBLE FOR CONTINUING PROFESSIONAL  
19 DEVELOPMENT CREDITS.

20 (F) IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT:

21 (1) THE CURRICULUM STANDARDS ADOPTED BY THE STATE BOARD  
22 UNDER SUBSECTION (B) OF THIS SECTION BE THE MINIMUM REQUIRED FOR  
23 TEACHING THESE ESSENTIAL TOPICS TO STUDENTS IN PUBLIC SCHOOLS ACROSS  
24 THE STATE; AND

25 (2) ALL SCHOOLS IN THE STATE ARE ENCOURAGED TO INCORPORATE  
26 ANTIHATE EDUCATION INTO THE FULL RANGE OF SUBJECTS TAUGHT IN SCHOOLS  
27 TO PROVIDE THE MOST BENEFIT TO STUDENTS.

28 (G) EACH NONPUBLIC ELEMENTARY, MIDDLE, AND HIGH SCHOOL IN THE  
29 STATE THAT DOES NOT PARTICIPATE IN STATE–FUNDED EDUCATION PROGRAMS IS  
30 ENCOURAGED TO INCLUDE IN THE SCHOOL’S CURRICULUM AT LEAST A UNIT OF  
31 INSTRUCTION ON THE TOPICS DESCRIBED IN SUBSECTION (B) OF THIS SECTION  
32 USING OR BASED ON THE CURRICULUM STANDARDS ADOPTED BY THE STATE  
33 BOARD.

1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
2 1, 2024.