Work Group A: World History
Guiding Questions for Recommendations
1. What are the main concerns in the survey and ESC feedback?
    a. Too much content and not enough time
    b. Some student expectations need clarification.
    c. Some standards are redundant or overlap with each other.
    d. Some content is not essential.
    e. Comments beyond our work group scope:
        i. This course is the only course that contains much of this content; this is the only time students will encounter this content. Consider this situation when streamlining, especially era 3 (Post-Classical Era) and era 4 (Connecting Hemispheres).
        ii. Break World History into two year course, or combine with World Geography for a two year course. (This comment was seen multiple times in the surveys.)
        iii. Consider the percentage of history that is Euro-centric/Western versus global. For example, almost no African history is represented versus a great deal of European and North American history. Approximately half of the content student expectations contain some mention something outside of western civilization. Yet much of the TEKS are very specific and weigh heavily in favor of western and European civilization and history.
        iv. Reconsider requiring four years of social studies, requiring both World Geography and World History (legislative decision).
2. What suggestions do you have for how work groups can address these concerns?
    a. Work Group A has provided the amount of time it currently takes to teach the current TEKS and the amount of time needed to align to the average instructional year.
    b. Work Group B might clarify student expectations that need it.
    c. Work Group B might determine which student expectations or parts of student expectations can or need to be eliminated.
    d. Work Group B might determine which student expectations are essential, which are nice to know, and which are nonessential; align these student expectations to current time restraints.
3. Are there specific concepts/topics/student expectations that are particularly problematic? If so, what is problematic about each?
    a. Some are incorrect.
        i. 9A
        ii. 11B
        iii. 18D
    b. There are too many significant individuals.
        i. Grand total currently is 47. Consider including specific groups in review, such as al Qaeda.
        ii. Consider 15-17 individuals from the total.
        iii. 9B, 9C, 10C, 10D, 12B, 13B, 13D, 14A, 18A, 18B, 20C, 21C, 22E, 27E, 28E
    c. Some teachers tend to get bogged down in certain areas of the content; those areas need to be thin to prevent that from occurring.
        i. First era: Development of River Valley Civilizations
        ii. Second era: Classical Civilizations
        iii. Three era: Post-Classical Era (to a lesser degree)

d. Some standards were "hot" topics; either there was a great deal of feedback on one side or on both sides, usually both. Please look carefully at comments on these student expectations.
  i. 3A, specifically Persia
  ii. 3C
  iii. 4A, 4B
  iv. 5A, 5B
  v. 8A (only one against)
  vi. 9A
  vii. 13F
  viii. 14A
  ix. 15A, 15B (strong feedback for elimination/move to skills)
  x. 16A, 16B, 16C
  xi. 18A, 18E, 18F
  xii. 19A, 19B
  xiii. 20A, 20B, 20C
  xiv. 21A, 21B, 21C (support for elimination or streamlining)
  xv. 22B, 22E, 22F (eliminate 22F)
  xvi. 23B (eliminate)
  xvii. 24B
  xviii. 25A, 25B
  xix. 27A (support to keep)
  xx. 28A (support to keep), 28E
4. Are there specific concepts/topics/student expectations that should not be deleted or changed?
  a. 1A, 1F
  b. 3B
  c. 4E, 4H, 4H, 4J, 4K
  d. 6B
  e. 7A, 7B, 7C
  f. 8B, 8C, 8D
  g. 9B, 9C, 9D
  h. 10A, 10C
  i. 11A
  j. 13A, 13C, 13E
  k. 14B
  l. 17A, 17B
  m. 18B
  n. 19A
  o. 20D
  p. 22A, 22C, 22D
  q. 25C, 25D
  r. 27A
  s. 28A, 28C, 28D
  t. 29C, 29D, 29E, 29F, 29G, 29H
  u. 30A, 30B, 30C, 30D
  v. 31A, 31B

5. Do you have any other suggestions for ways in which the social studies TEKS can be streamlined or improved?
    a. Knowledge and Skills standards 1: include an explanation that these six student expectations are the overview standards for the course and are not a redundancy (periodization). These student expectations are provided as a framework for the course and should not be removed. One possible change might be to put them in the Social Studies Skills strand (29-31); however, the danger would be that they would be overlooked. Periodization is an essential skills and is especially important when dealing with the entire history of the entire history.

World History Unit 6: 1900 - present				(suggested changed from 1914) (26-27%, 40-64 days)
TEKS	**Days to Teach**	**Avg. Minutes per Day**	**Total Minutes**	**Suggestions**
1F			981	
10A			35	
10B			163	
10C			102	
10D			154	
11A			77	
11B			77	
12A			88	
12B			125	
12C			213	
13A			82	
13B			88	
13C			150	
13D			87	
13E			117	
13F			43	
14A			73	
14B			59	
15A			271	
15B			270	
16C			345	
17C			160	
18D			137	
18E			139	
18F			253	
19B			364	
21A			671	
22C			197	
22D			199	
22E			204	
23B			399	
24A			529	
24B			403	
25D			340	
26A			413	
26B			416	
26C			412	
28C			112	

TEKS	Days to Teach	Avg. Minutes per Day	Total Minutes	Suggestions
28D			119	
28E			101	
Total minutes			**9168**	**Goal for Streamlining: Range 1800-2560 minutes ,**
Days	**203.7333333**			**Mean of the focus group data, excluding skills TEKS**