Work Groups B, D, & E Draft Review July 2022

The review for the work from groups B, D, and E below follows the guidelines shared by TEA. All courses were reviewed, but comments were not necessary for all questions for all courses.

- 1. General considerations:
 - a. The structure of the K-8 standards as created by Work Group D is a huge step forward in social studies education in Texas. This content thoughtfully builds from year to year within each grade band, unlike the current standards which are a disjointed collection of courses that do not align with each other in a meaningful way.
 - b. The coherent sequence of courses prepares students for post-secondary success by enabling students to understand how one series of events leads to another, as well as how ideas across time and across the world are connected, alike, and different. These courses allow students to think about the world around them and their place in it in meaningful ways.
- 2. Process Skills (Work Group B)
 - a. Complete & logical development of social studies concepts
 - i. Process skills: skills are appropriate to the discipline and align with reading language arts standards.
 - b. Gaps/missing concepts
 - i. Process Skills: research and inquiry should include the language of "grade-level appropriate
 - c. Preparation for postsecondary success
 - i. Yes, skills are important for informed citizenship
 - d. Standards are clear and do not duplicate
- 3. Ethnic Studies Courses (Work Group E)
 - a. In general, the ethnic studies courses are balanced, cohesive, and include content appropriate to high school students. Included below are comments related to the individual courses.
 - b. African American studies course:
 - i. coherently tells the story of Americans of African descent from before they were forced to come as slaves. Course appropriately handles challenging topics in a broad way that will enable students to understand the nuanced interactions between African Americans and non-African Americans. (Note: This course would be really enjoyable to teach!) This course tells a story well, and a story that is frequently abbreviated in its telling.
 - ii. SE 6.B: Should be Hiram Rhodes Revels in the TEKS guide
 - c. Asian American studies course:

- i. Course is adequate. This course does not tell the story as well as the African American course, but the standards provide enough clarity and sequence to enable students to trace the history of Asian Americans.
- d. Mexican-American studies course
 - i. Generally effectively outlined standards, with a few recommended edits
 - ii. The issue of slavery in Mexico, and the role of slavery in the decisions by Texans to fight for independence should get more attention
 - 4G: remove language about "using spatial, quantitative, or qualitative data." These process skills are embedded across the TEKS
 - iv. 5J, 7C, and 7D: remove the language about "using primary and secondary sources." Again, these process skills are embedded across the TEKS
 - v. Add 7I: Mexican American identity varies across the state, with respect to the US-Mexican border, and with respect to 1st, 2nd, and 3rd generation Americans. This key topic is missing from this course.
- e. American Indian studies course
 - i. More specificity is needed (either in the standards or through TEKS Guides) to clarify which tribes should be taught, and which tribes exemplify certain characteristics. These standards seem to treat all Native Americans as monolithic, and there were important variations between them.
 - ii. This course should be reorganized chronologically to help students understand the history and interactions between peoples over time.
- 4. Kindergarten 3rd grade (Work Group D)
 - a. Remove "excellent" and "effective" from the introductory paragraphs
 - b. Structure of starting with the local context, and expanding through state, national, and global contexts is highly effective. This structure will support student learning across the grade span, and will allow for the use of story as intended in the teaching of place, culture, and interactions.
 - c. Kindergarten: Is the list of major world landmarks necessary? It seems excessive for this age groups
- 5. $3^{rd} 5^{th}$ grades
 - a. Three year progression of world history is grade-level appropriate, and provides a coherent structure that builds on itself.
 - b. 3rd grade
 - i. Development of civilizations is appropriate for 3rd grade

- ii. The standards seem grounded in Mesopotamia. A slight increase in comparing the various river valley civilizations might correct this issue.
- c. 4th grade
 - i. The comparison of one region to the previous is understandable, but a bit awkward. Recommend changing language to "identify the relative location of _____ on a timeline in relation to other societies studies in this course."
- d. 5th grade
 - i. 6D seems out of place; recommend moving to 2 with the Silk Road
- 6. 6th 8th grades
 - a. Three year sequence of courses does the following positive things:
 - i. slows down the amount of content to be taught in one year
 - ii. Allows for a greater understanding of Texas history in the context of United States history, instead of as separate
 - iii. Allows for a greater understanding of English exploration within the context of the American Indians already living here, as well as the other European countries attempting to colonize North America
 - b. 6th grade
 - i. Recommend aligning language to high school ethnic studies course by using "American Indian" language
 - ii. Provides expanded attention to American Indian groups living in North America at the time of European colonization
 - iii. Allows for English exploration to be seen in context. For example, the French & Indian War now makes sense.
 - iv. Ends with a "mic drop" moment of Shay's Rebellion, which also allows for the Constitution to be taught in 7th grade.
 - c. 7th grade
 - i. Includes a reasonable amount of content to be taught, with a strong foundation in 6th grade
 - ii. Texas history is taught in context. For example, students will understand the Texas role in the Civil War as part of the larger picture and not just as a "stand alone" concept
 - iii. Minor edits
 - 6D: explain the process to amend the Constitution; the current "explain the purposes for amending the Constitution" is more appropriate.
 - 14D: "explain the Freedmen's Bureau and how white supremacy created obstacles" is incomplete. The SE should list the obstacles created by white supremacy
 - d. 8th grade

- i. Includes a reasonable amount of content to be taught, with a strong foundation in $6^{\rm th}$ and $7^{\rm th}$ grade
- ii. Students will leave 8th grade with a reasonable understanding of the (fairly) modern world.