

Content Advisor Feedback By Pinar Emiralioglu

As per my expertise, I reviewed the draft prepared by Work Group D for K-8. I particularly focused on the World History coverage of the standards. Below are my answers to the guiding questions.

GUIDING QUESTIONS: K-8

1. Does each grade level follow a complete and logical development of social studies concepts presented? If not, what suggestions do you have for improvement?

In terms of World History coverage, yes it does. I have some further recommendations which I will outline in my answer to question #2.

2. Are there any gaps or concepts missing that should be addressed?

The draft that the Work group D prepared is a big improvement from what we had before. In that respect this is a big step in the right direction. Starting the World History coverage in Grade 3 and then continue in Grade 5 will provide a good background for the High School course. Here are my recommendations for improving the content of the World History curriculum.

Grade 1: Section 4/A lists Middle East along with Greece, China, India, Mexico, and Britain. While Greece, China, Mexico and Britain are present day countries, Middle East is not. This is confusing for the student and creates a misconception that Middle East is a country. A common mistake my students at the college level makes.

Grade 1: Section 4/J states “identify how innovations of the wheel, system of laws, and concept of time from **ancient** Middle Eastern cultures have influenced modern life.”

This is an Incorrect usage of ancient and culture: these are pre-modern societies.

Grade 3 Section 4 description reads

“The following periodization should serve as the framework for the organization of this course: 20,000 BCE-1500 BCE (Hunter-Gatherers); 8000 BCE- 3500 BCE (Neolithic Agricultural Revolution); 3500 BCE-600 BCE (Early Civilizations); 1069 BCE-350 BCE (Early Civilizations); 2600 BCE-1700 BCE (Early Civilizations); 1122 BCE-256 BCE (Early Civilizations); and 1600 BCE-600 BCE (Early Civilizations)”

As a person who teaches World History at the college level, I find this periodization very confusing. Not all periods should be titled “Early Civilizations.” It is not clear why are there multiple overlapping periods. The standards here should be cleared to help the teachers. If the coverage seems overwhelming, it would be a good idea to start from 1200BCE instead of 20,000BCE.

Grade 5: p. 51 Rationale reads “Ottoman Empire is not included because they have their greatest impact when Europeans begin imperializing in Africa and Southwest Asia, outside our timeline.”

I am afraid, this is an historically incorrect and archaic assumption. It would be a big mistake not to cover one of the biggest world empires in this period. This empire had an impact on the European cultural and political life and vice versa. How can you explain Columbus's expeditions without acknowledging the existence of the Ottoman Empire?

I would also encourage the Work Group to include the Age of Exploration here instead of focusing on it as an exclusively American phenomenon in Grade 6.

3. Is the level of rigor appropriate for each grade level?

Yes, they are.

4. Do the standards for the grade levels adequately address social studies skills/practices as recommended by Work Group B? If not, please give examples of how the standards might be improved.

Yes, they are.

5. Are the student expectations clear and specific? If not, please give examples of how the language might be improved.

Please see my answer for question #2.

6. Are there student expectations that are not essential or unnecessarily duplicative and can be eliminated? If so, please identify by course and student expectation number, e.g., 6.5.B, for Grade 6 (5)(B), etc.

There are no duplications in World History coverage.

7. Do you have any other suggestions for ways in which the elementary and middle school TEKS can be improved?