

Content Advisor Feedback Practices for K-12

GUIDING QUESTION: SOCIAL STUDIES PRACTICES

1. Are the student expectations in the social studies practices clear and specific? If not, please give examples of how the language might be improved. **The wording in the practices is very clear and specific. I sometimes wish it had broken out the tasks into bullets, but they were clear.**
2. Do the student expectations sufficiently prepare students to engage in social studies practices? If not, please provide suggestions for improving the standards. **The practices will aid them in being active participants in social studies.**
3. Are there any gaps or practices missing that should be addressed? I would like to add the practice of listening actively. **Students should learn to listen carefully to each other to ask relevant questions and to summarize a response.**

I also felt that students should be prepared to create a bibliography after conducting research and then to choose appropriate forms of presentation, so I added those ideas.

From the Fordham report, I added the idea of confirmation bias. This will help the older students be able to better ascertain fake news and perceive their own prejudices in analyzing primary and secondary sources.

GUIDING QUESTIONS: K-8 MANY OF THESE QUESTIONS DO NOT PERTAIN TO THE PRACTICES. I WILL ANSWER THOSE THAT DO.

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? **NA**
2. Are there any gaps or concepts missing that should be addressed? **Addressed above.**
3. Is the level of rigor appropriate for each grade level? **The levels of practices are broken out appropriately.**
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, except where specifically addressed.**
5. Are the student expectations clear and specific? If not, please give examples of how the language might be improved. **NA**
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. **NA**
7. Do you have any other suggestions for ways in which the elementary and middle school TEKS can be improved? **Included**

The work group who created the practices did an admirable job. This is difficult to do, but they managed to make it work quite well. Kudos.

	Draft Language	Recommendation	Justification
SE After B pg. 1	Under the category of Social Studies Analytical Discipline Skills: Add a new SE for high school only about “confirmation bias.” the tendency to seek, cite, and favor information in a way that confirms or supports one’s prior beliefs or value	I’ll let the work group write the SE.	While this is very sophisticated, students should realize that their own personal biases enter how they judge all historical evidence and should be considered. It will also help them learn how to discern fake news. It is important to gain awareness of its existence and the role it may play in their own thinking.
Research & Inquiry Pg 4	Add to high school and grades 6-8	B. Differentiate between primary and secondary sources and gather relevant information from a variety of both and develop a bibliography. C. Choose an appropriate mode of delivery, whether written, oral, or digital, to present your research results.	If one takes research one step further, it leads to presentations. Students should be able to create a bibliography and choose a method of presentation.
Listening & Speaking Not in document yet			I did not develop any SEs for this but as I read the publication put out by the SBOE, listening practices were important to the SBOE. I think we should add this practice. All students should learn to listen actively to ask relevant questions and to be able to summarize a response.

Content Advisor Feedback Grades Kindergarten-2

GUIDING QUESTION: SOCIAL STUDIES PRACTICES

1. Overall, I found the introduction well-worded, but very lofty in expectations for kindergarten. An example is “This unit takes the student through a journey deep through the heart of Texas. As this unit aligns with “My Journey Through My Community, students are building a conceptual alignment of the similarities in structure, functions, and activities between their local community and the state.” If Kindergarten students could go this, it would be grand, but the student expectations in the Texas portion merely ask the student to locate the state on a map, locate mountains, beaches, etc. on a map, identify the flag, know the governor, identify oil, gas, and tourism as resources, and compare jobs. I don’t see anything as lofty as the expectation cited in the introduction.

I am going to discuss each of the three grades in kindergarten through 2 separately. The Kindergarten TEKS were set up to give the students an introduction to their community, their state, their country, and their world. First grade was to introduce the students to the concept of culture in their community, state, country, and world. Second grade was to introduce the students to the concept of migration in their community, state, country, and world. My feeling and it is very strong is that the K-2 TEKS must be sent back to the work group to be redone.

2. Are the student expectations in the social studies practices clear and specific? Each of the student expectations are written clearly; however, many of them are written at a level not achievable by the grade level intended. Many of the student expectations are not needed. I will give several examples as you read the entire paper, but I will include three examples here so that you can get a taste of what I mean.

Kindergarten TEKS: Communicate an understanding that traditions, language, food, music, and religion have similarities and differences among people around the world.

Grade 1 TEKS: Communicate an understanding of traditions and ways of life of the Lipan Apache, Karankawa, Caddo, Jumano, Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo in Texas.

Grade 1: Identify the contributions of Lydia Mendoza, Chelo Silva, Blind Lemon Jefferson, and Julius Lorenzo Cobb Bledsoe as artists of various racial, ethnic, and religious groups in the development of Texas culture.

Each of these SE’s is written at a level not achievable by the students they were written for. They also are not needed for the course they were written for.

3. If not, please give examples of how the language might be improved. I will attach separate documents with each SE that needs improvement.

2. Do the student expectations sufficiently prepare students to engage in social studies practices? If not, please provide suggestions for improving the standards. **The SEs that are written at the correct level will help the students engage in social studies.**
3. Are there any gaps or practices missing that should be addressed? **Yes, for example, in the second grade, the focus is on migration. Yet, in the Texas section, no mention is made of the German migration to Texas. In the U.S. section, no mention is made of the Chinese migration to the U.S. and the Chinese Exclusion Act which followed that migration.**

GUIDING QUESTIONS: K-2

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?

Grade 1 and 2, while establishing a wonderful, lifelong, social studies concept, needs to also have the students establish foundation skills in geography, civics and government, history, and economics. Those foundation skills must be built into the curriculum as well as the new concept. It is missing.

There are too many SE's to cover in Kindergarten – second grade. We know that the teachers will not spend but about twenty minutes every other day. We have SE's that could fill every day in first and second grade. We must cut down the amount of content that we expect the teachers to cover. At this early an age, they do not need to know everything there is to know about culture and migration.

Are there any gaps or concepts missing that should be addressed? **Covered above.**

2. Is the level of rigor appropriate for each grade level? **The level of rigor is appropriate in some SE's and way above level in many other SE's.**
3. 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. **In grades one and two, the students must establish foundation skills in geography, civics and government, history, and economics. The writers skipped over those and jumped into covering the concepts of culture and migration.**
4. Are the student expectations clear and specific? If not, please give examples of how the language might be improved. **They are clear, but too rigorous.**
5. 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. **I eliminated one of the SE's.**

For Kindergarten, I would eliminate K.1M, K.3D, K.3F, K.3I, K.3N, K.4B, K.4E, K.4G

For 1st Grade, I would eliminate 1.1B, 1.1E, 1.1J, 1.2D, 1.2F, 1.2H, 1.2I, 1.4D, 1.4F, 1.4H, 1.4J

For 2nd grade, I would eliminate 2.1B, 2.1F, 2.2D, 2.2G, 2.3E, 2.3G, 2.4D, 2.4E, 2.4J

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

	Draft Language	Recommendation	Justification
SE K 1. K pg. 3	identify examples of authority figures and explain how they maintain order, security, and safety in the home, school, community, state, and nation (C/G);	identify examples of authority figures within a family, school, community and explain how they keep order, security, and safety.	Keep it simple and close to home for kindergarten students.

	Draft Language	Recommendation	Justification
SE K 2. F pg. 3	identify gas and oil, agriculture, and tourism as major resources and industries in Texas (E);	identify gas and oil, cotton, rice, seafood, and tourism as major resources and industries in Texas (E);	Keep it simple and close to home for kindergarten students. Students do not know the word “agriculture” yet.

	Draft Language	Recommendation	Justification
SE K 2. G pg. 4	identify Anson Jones and Sam Houston and describe with adult assistance how they contributed to the founding of Texas (H); and	identify Anson Jones and Sam Houston and describe with adult assistance how they contributed to the founding of Texas (H); and	Keep it simple and close to home for kindergarten students. Students can identify Sam Houston with the father of Texas and the father of their home. Bring it back to the family.

Draft Language

Recommendation

Justification

<p>SE K 3. pg. 4</p>	<p>United States. The student understands important events, customs, symbols and that contributed to the establishment of the United States. The student is expected to:</p>	<p>United States. The student understands important events that contributed to the establishment of the United States. The student is expected to:</p>	<p>I don't believe that there are any customs or symbols that contributed to the establishment of the United States.</p>
<p>SE K 3. B pg. 4</p>	<p>describe early settlers in North America and explain why their settlement led to future growth (G, H);</p>	<p>describe two or three early settlements in North America and explain why their settlement led to future growth (G, H);</p>	<p>Again, just keep it simple.</p>
<p>SE K 3. G Pg. 4</p>	<p>identify the Fourth of July/Independence Day as the day leaders, including Thomas Jefferson, signed the Declaration of Independence from the rule of the king to establish the United States (C/G, H);</p>	<p>identify the Fourth of July/Independence Day as the day leaders, including Thomas Jefferson, signed the Declaration of Independence from the rule of the king of England to establish the United States. It is considered the Birthday of the U.S. (C/G, H);</p>	<p>Added King of England and it is considered the Birthday of the US to make it more "real" to kindergarten students.</p>
<p>SE K 3 J Pg. 4</p>	<p>identify George Washington as the first president of the United States, Barack Obama as the first Black president, John Adams as the first vice-president, and Kamala Harris as the first woman vice-president (C/G, H);</p>	<p>identify George Washington as the first president of the United States and the father of our country. Barack Obama as the first Black president, John Adams as the first vice-president, and Kamala Harris as the first woman vice-president (C/G, H);</p>	<p>Again, for kindergarten students, return to the home, George Washington was the father of our country. They can learn the others later.</p>

<p>SE K 4 C Pg. 5</p>	<p>identify and locate with adult assistance major world landmarks of the Great Wall in China, Eiffel Tower in France, St. Basil's Cathedral in Russia, Leaning Tower of Pisa in Italy, Pyramid of Giza in Egypt, Sydney Opera House in Australia, Taj Mahal in India, Easter Island Moai in Chile, and Macchu Picchu in Peru (G, H);</p>	<p>View a Power Point of these major world landmarks of the Great Wall in China, Eiffel Tower in France, St. Basil's Cathedral in Russia, Leaning Tower of Pisa in Italy, Pyramid of Giza in Egypt, Sydney Opera House in Australia, Taj Mahal in India, Easter Island Moai in Chile, and Macchu Picchu in Peru and locate on a map with adult assistance (G, H);</p>	<p>Students will enjoy seeing these world landmarks in a PP and will remember them better.</p>
<p>SE K 4 F Pg. 5</p>	<p>identify goods that come from different countries (E); and</p>	<p>identify goods that come from different countries by having students examine tags in their clothing (E); and</p>	<p>This is an easy activity using clothing tags. Students may not know where other products come from.</p>

FIRST GRADE

Draft Language

Recommendation

Justification

	Draft Language	Recommendation	Justification
<p>SE 1. 1B Pg. 6</p>	<p>give examples of how people of various cultures use the food, language, beliefs, traditions, and arts of other cultures (C/G, G, H);</p>	<p>Give examples from students about the traditional ways of their cultures: the food, language, beliefs, traditions, and arts (C/G, G, H);</p>	<p>The students have no basis for other cultures at age 6 but do have a basis for their own culture which they can share.</p>
<p>SE 1. 1.C Pg. 7</p>	<p>identify and discuss connections between the student's personal culture and world cultures (E, G, G/C, H);</p>	<p>identify and discuss connections between the student's personal culture with food, song, and clothing and world cultures (E, G, G/C, H);</p>	<p>Since we established their own culture in 1. 1.B, they can answer this one.</p>

<p>SE 1. 2. C Pg. 7</p>	<p>explain how oil, cattle, and other natural resources have influenced Texas culture in the past and present (E, G, H);</p>	<p>Describe the importance of oil, cattle, cotton, rice, and seafood to Texas culture in the past and present (E, G, H);</p>	<p>Make it simple. They are 6.</p>
<p>SE 1.4 C, E, G, I, K</p>	<p>All of the SE's end in "have influenced modern life."</p>	<p>Change to "have influenced modern culture."</p>	<p>The concept we have been working on all year in the first grade is culture, let's use it all the way through.</p>

SECOND GRADE

Draft Language

Recommendation

Justification

<p>SE 2. 1B Pg. 11</p>	<p>B was deleted: Too much like D.</p>	<p>New TEKS locate on a map where students in the classroom families' have migrated from. Have the teacher add to it all day long and discuss it the next day. (G)</p>	<p>This then leads easily into E- explain why the US is called a nation of immigrants</p>
<p>SE 2. 1.C Pg. 11</p>	<p>locate on a map where early human migration began (G, H);</p>	<p>locate on a map where early human migration began in Africa. (G, H);</p>	<p>It needed clarification.</p>
<p>SE 2.2.D Pg. 11</p>	<p>D was deleted.</p>	<p>Add a TEKS about the entry port of Galveston and the Germans etc. who migrated to Texas</p>	
<p>SE 2. 3F Pg. 12</p>	<p>describe the movement of enslaved people as a result of the Civil War (E, G, H);</p>	<p>describe the movement of formerly enslaved people as a result of the Civil War (E, G, H);</p>	<p>Needed clarification</p>

<p>SE 2. 3H Pg. 12</p>	<p>describe how the spread of African American culture has influenced the culture of Texas, the United States, and the world (C/G, E, G, H);</p>	<p>describe how the spread of African American culture has influenced the culture of Texas and the United States, and the world (C/G, E, G, H);</p>	<p>Students will have a hard time finding how it has spread across the US, much less the world. They are 8.</p>
<p>Grade 2 Pg10</p>	<p>Mistakes on page 2</p>	<p>First paragraph – 4th line, for personal and economic use. No need for s. 3rd paragraph – 3rd line, worldwide movement affected Texas, not effected 4th paragraph – 5th line- the beginning of the sentence should be The, not He. 5th paragraph – 3rd line- please use the United States instead of America.</p>	

Content Advisor Feedback

Grades 3-5

GUIDING QUESTION: SOCIAL STUDIES PRACTICES

1. Are the student expectations in the social studies practices clear and specific? If not, please give examples of how the language might be improved.

The student expectations in grades 3-5 are worded much more closely to the age of the student than the SE's of the K-2 SE's. They are clear and specific, sometimes too specific for the amount of time that teachers will have to teach the subject, especially in grade 5. Grade 5 is much too detailed and cannot be taught in one year in elementary.

2. Do the student expectations sufficiently prepare students to engage in social studies practices? If not, please provide suggestions for improving the standards. The SEs certainly prepare the students to engage in social studies by embedding social studies practices within the SE. Great job, work groups.
3. Are there any gaps or practices missing that should be addressed?

GUIDING QUESTIONS: 3-5

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?

The third through fifth coverage of world history is done quite well. In fact, the work group created a course that would be quite acceptable for the freshman year in high school for the fifth grade. It was written at a lower level of rigor but was just as thorough. Unfortunately, we don't have as much time as they do in a high school course to teach. Since the elementary test was removed, the time to teach elementary social studies was greatly reduced. I am hopeful that the grade 3-5 teachers will have time to teach these knowledge and skills standards.

2. Are there any gaps or concepts missing that should be addressed? There are no gaps in third grade. In 4th grade, the central ideas of Christianity are addressed similarly to the other religions, but not where it originated. It is discussed in Rome primarily.
3. Is the level of rigor appropriate for each grade level? Is the discussion of the tenets of world religions appropriate for fourth grade or not? Hmm, the work group has done an excellent job of presenting it to the students. Are they mature enough to handle it at age 10? Some people will think they are. Many others will disagree. Certainly, they are capable of memorizing the basic tenets of the different religions. Understanding of these world religions will not come until much later in their lives. IS THIS THE CORRECT CHOICE FOR FOURTH GRADERS?
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.

Challenging elementary school social studies standards can pave the way for lifelong learning and active citizenship. The standards in fifth grade provide students with in-depth learning instruction, but not with the opportunities that include DEBATE, PROJECTS, DEEP DISCUSSIONS OF CONCEPTS THAT CHALLENGE THEM and require APPLICATION OF CRITICAL THINKING SKILLS. Almost all the time the students were receiving a tremendous amount of new material without any opportunity to interact with that material. All that takes extra classroom time. It just does not exist with this material because there is no time.

5. Are the student expectations clear and specific? If not, please give examples of how the language might be improved. Yes, the SE's are very clear and specific. I have made suggestions for the few that need improvement.

I will specifically make suggestions for each SE that needs improvement with justification for the change at the end of the prose.

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.

I believe that the entire section on Kush could be eliminated. It is well done; however, there is probably too much in this curriculum to teach. This is one area that could be eliminated. If you decide to keep it, it should be cut down to 3 days total. **This is 3.9 in its entirety.**

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

On the third-grade curriculum, the time spent on hunter-gatherers should be cut in half.

The 4th and 5th grade curriculum are written quite well. They are too extensive to cover in one year in elementary. The time suggested by the work group in 4th was quite different on the same subject than the work group on 5th grade. (30 minutes versus 3 days.

Draft Language

Recommendation

Justificatio

SE 3.2A pg. 18		New 2A: Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.	Students need to map where the early tribes of hunter-gatherers went because of the environmental changes.
SE 3.3A Pg.19	give examples of why some humans transitioned from hunting and gathering to domesticating plants and animals (E, H);	give examples of why some humans transitioned from hunting and gathering to domesticating plants and animals (E, H);	Keep it simple. In the Guide: Define: agrarian Under 3.4A: Define: civilization

		New SE: Explain the effects of the Agricultural Revolution on the hunters and gatherers.	
SE 3.5B Pg. 20	SE 3.5 B becomes C, C becomes D, D becomes E, and E becomes F.	New SE: Explain how the Mesopotamians altered their environment to control the flooding and allow large densely populated city states to develop.	Important to know in all the river civilizations how they altered the environment to help their survival and succeed as a society.
			4A Define Republic in Guide 4B Define Direct Democracy in Guide 5B capitalize H on Homer 10 Correct rationale: Work group states that they have not focused on the core tenets of any religion, but they have in 2B, 7A, 10A, 10C, 12C and 18A.
SE 4. 5C and D Pg. 30	describe how the Socratic Method, Plato’s Academy, and Aristotle’s Lyceum reflected the Greek ideals about thinking and learning (H); and	describe how the Socratic Method, Plato’s Academy, and Aristotle’s Lyceum reflected the Greek ideals about thinking and learning (H); and D. new SE. discuss how ideas like the Socratic Method can migrate as the Greek Empire stretches throughout Southwest Asia.	Following the concept of migration learned in 2 nd grade, the students should be able to discuss how the ideas migrated and the concept should be reinforced.
SE 5.14 A and B Pg. 49			In Guide, Challenged to the indulgences C. third line - The Bible- cap the B in Bible

I want to thank the teachers and coordinators who gave many hours to writing the SEs for the Grades 3-5. They are extremely well done. If you are given the time, mark the most essential SEs so that if the teachers have to pick and choose due to time, they will know which ones to pick. I respect all educators who volunteer extra hours and serve on committees to write important standards that will impact students in Texas for many years. Kudos! Mary Smith

Content Advisor Feedback

Grades 6-8

GUIDING QUESTION: SOCIAL STUDIES PRACTICES

1. Are the student expectations in the social studies practices clear and specific? If not, please give examples of how the language might be improved.

The language is clear and specific. The student expectations are written at the correct rigor for the grade level and ask the student to engage with the material. 6th grade has fewer SEs than 7th and 8th which is appropriate as the knowledge spirals from 6th into 7th and 8th.

2. Do the student expectations sufficiently prepare students to engage in social studies practices? If not, please provide suggestions for improving the standards.

Yes, the standards are well worded in social studies terminology with embedded practices.

3. Are there any gaps or practices missing that should be addressed? Very few gaps exist except for the 8th grade standards. The few gaps that existed for 6th and 7th grade are addressed below.

GUIDING QUESTIONS: 6-8

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? Yes.
2. Are there any gaps or concepts missing that should be addressed? Very few gaps except in 8th grade. The minor ones are addressed in the boxes below. 8th grade has significant gaps. I do not know if these are planned or not with the high school teachers. In the Spanish American War of 1898, there are 4 SEs concerning the effects of the war, but no SEs about how the US got into the war. There is basically no coverage of the Korean or Vietnam War. They are mentioned together in one SE and Vietnam is mentioned in two more SEs. Meanwhile Civil Rights has 9-10 SEs, World War I has 7SEs and World War II has 13 SEs. THIS MUST CHANGE. In World War II there is no mention of the use of aircraft carriers, the powers on both sides, or the US fighting on two fronts. D-Day and Midway are mentioned as the two battles other than the bombing of Hiroshima and Nagasaki.
3. Is the level of rigor appropriate for each grade level? Yes. We already know that 8th graders have trouble learning the abstract portions of government and civics. By moving it to 7th graders, the teachers will have to be extremely creative with the methods used to make sure the students understand the civics portion. This is our biggest worry in moving it to 7th grade.
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, if not, I have included examples below. I felt that listening actively was an important practice to add.
5. Are the student expectations clear and specific? If not, please give examples of how the language might be improved. Yes, the standards were written clearly.

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.

Sixth grade: Eliminate: 6.10E, 6.11A, 6.11B

7th grade and 8th grade: None

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

The Work Group for Grade 6 made a valiant effort to include Texas history whenever possible. Texas was included in how the physical geography influenced the cultures of indigenous nations of the Plains, Southwest and Southeast Texas as well as in the Spanish colonization. There was one SE about the results of how the Marques de Rubi's inspection of New Spain might have had something to do with the Revolutionary War. This was never developed. We either need to delete 6.9D or develop it better.

The work group for Grade 7 included Texas history TEKS beautifully as they fit quite naturally in these standards. The standards were well developed from start to finish. At the very end they should have included the transcontinental railroad and Chinese immigration. It can go in either 7th or 8th grade but since it is responsible for the ease in the great movement westward, I felt it should go in 7th grade. I'll leave it to the work groups to make the final decision. It would be great if it is included in both.

6th Grade

<p>SE 6.1A Pg.52</p>	<p>examine artifacts to explain different theories of human migration to the Americas (G, H);</p>	<p>using primary and secondary sources, examine burial sites, cave paintings, stone tools, and animal carvings to draw conclusions about human migration to the Americas (H).</p>	<p>This rewrite is from grade 3 1A.</p>
<p>SE 6.1E Pg.53</p>	<p>describe cooperation and conflicts between different indigenous culture groups, including trade agreements, alliances, and resources (C/G, E, G, H).</p>	<p>describe cooperation and conflicts between different indigenous culture groups, including trade agreements, alliances, and resources prior to colonization (C/G, E, G, H).</p>	<p>Needs time frame</p>
			<p>6. 9B delete to at end of SE</p>

<p>SE 6.10C Pg.60</p>	<p>identify John Locke’s concepts of natural rights and social contract as they are expressed in Thomas Paine’s pamphlet "Common Sense" and the Declaration of Independence (C/G, H);</p>	<p>identify John Locke’s concepts of natural rights and social contract as they are expressed in Thomas Paine’s pamphlet "Common Sense" and the Declaration of Independence with teacher assistance (C/G, H);</p>	<p>This is a very difficult reading and students could use some teacher assistance on this assignment.</p>
<p>Draft Language</p>		<p>Recommendation</p>	<p>Justification</p>

7th grade

Draft Language

Recommendation

Justification

<p>SE 7.2E pg. 65</p>	<p>describe how Alexander Hamilton and James Madison demonstrated civic engagement through the writing of the Federalist Papers (C/G, H).</p>	<p>describe how Alexander Hamilton and James Madison demonstrated civic engagement through the writing of the Federalist Papers (C/G, H).</p>	<p>Can we please use clearer English in this SE? I’m afraid that untrained teachers will not know what is intended by the statement, “civic engagement.”</p>
			<p>Please use italics under all Supreme Court cases, pages 68, 70, 75,</p> <p>Be consistent in capitalization of indigenous nations. Sometimes it is capitalized, other times, it is not. In 7th grade, it is.</p>
<p>SE 7. 10 Pg. 73</p>	<p>illustrate on a map the territories acquired by the United States during westward expansion, including 13 British Colonies, Treaty of Paris 1783, Louisiana Purchase, Florida, Texas Annexation, Oregon, Mexican Cession, Gadsden Purchase (C/G, G, H);</p>	<p>illustrate on a map the territories acquired by the United States during westward expansion, including 13 British Colonies, Treaty of Paris 1783, Louisiana Purchase, Florida, Texas Annexation, Oregon, Mexican Cession, Gadsden Purchase, add Alaska in 1867 (C/G, G, H);</p>	<p>The United States did not acquire the 13 colonies as they were formed before the US was created. Should add Alaska as it was purchased from Russia in 1867.</p>

<p>SE 12.7A Pg. 75</p>	<p>ADDED SE</p>	<p>Describe how the economic impact of the Homestead Act and the Transcontinental Railroad contributed to Chinese immigration, to the killing of the buffalo, and to the indigenous nations being moved to reservations</p>	<p>Needed to add Chinese immigration and the transcontinental railroad (1863) Homestead Act (1862)</p>
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8th Grade

Draft Language

Recommendation

Justification

<p>SE 8.1B new B pg. 79</p>	<p>New SE</p>	<p>Reconstruction was an attempt to create a social and political despite economic collapse and the opposition of the large portion of the white South. Under those circumstances, its accomplishments were extraordinary. Debate this statement by showing the pros and con arguments that support your side.</p>	<p>The students need an understanding of Reconstruction before they can understand the continuation of racial troubles in the country.</p>
<p>SE 8.1B old B Pg. 79</p>	<p>explain how the global Long Depression and the birth of the KKK led to the Compromise of 1876 and the end of southern reconstruction (C/G, H); and</p>	<p>explain how the global Long Depression and the birth of the KKK led to the Compromise of 1876 7 and the end of southern reconstruction (C/G, H); and</p>	<p>As best I can tell after consulted several history book, it is the Compromise of 1877 to settle the election of 1876.</p>
			<p>Please put italics under all Supreme Court cases- pgs. 79, 81, 86, 88, Error in intro- 7th line, delete "the" in front of Civil Rights</p>

<p>SE 8.2A Pg. 80</p>	<p>explain the impact of the transcontinental railroad routes on indigenous people, the cattle industry, settlement of the west, and transportation of goods and people in the United States and Texas (E, G, H);</p>	<p>explain the impact of the transcontinental railroad routes on indigenous people, <i>the buffalo</i>, the cattle industry, settlement of the west, and transportation of goods and people in the United States and Texas (E, G, H);</p>	<p>The railroads also had a tremendous impact on the buffalo which in turn had a great impact on the indigenous people.</p>
<p>SE 8.2B Pg 80</p>	<p>New SE</p>	<p>Explain the impact of the Homestead Act of 1862 on the settlement of the west, on the cattle industry, and on the indigenous people.</p>	<p>Important act which has not been covered. Caused many people to move westward. Also caused conflict between the farmer and the cattlemen</p>
<p>SE8 8.5A Pg.83</p>	<p>NEW SE</p>	<p>Need SE covering causes of War of 1898. There are 4 SEs dealing with the effects, but none explaining how we got into the war! BACK TO THE DRAWING BOARD</p>	
<p>SE 8.12D Pg.88</p>	<p>explain the significance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (C/G, H);</p>	<p>explain the significance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (C/G, H);</p>	<p>SE is great as written. Guide gives one day to teach. Both laws are extremely important and should have more time. Please reconsider advice.</p>
<p>SE 8.13C & D Pg.89</p>	<p>describe the responses to the Vietnam War, including the role of the media, the antiwar movement, and the development of counterculture (C/G, H);</p>	<p>identify the significance of Vietnamization and <i>the fall</i> of Saigon on U.S foreign policy (C/G, H);</p>	<p><i>Neither SE can be answered by the students because they have not been taught about the Vietnam War yet.</i></p>

I want to thank all work groups for the time it took to research and write the SEs that went into this document. I feel sure that you consulted other states' standards as well. The rewording of the practices into the SEs is a new art which you accomplished quick well. I thought the SEs were well-written and were very clear. Thank you for taking on this job. Mary Smith