

The review below follows the guidelines shared by TEA. All courses were reviewed, but comments were not necessary for all questions for all courses.

1. Complete & logical development of social studies concepts
 - a. U.S. History: Much clearer progression of ideas. The era bundles will allow teachers to use the strands as major concepts and will help students understand how one era led to the next.
 - b. World History: Effective study of world cultures. While the course starts at 1200 CE, content includes a wide variety of cultures, leading to the formation of the modern world.
 - c. World Geography: These strands are written much more as a conceptual course, which is helpful. Recommend including language that states this explicitly, including a comment that the regions of the world are used as supports for the concepts, and that the standards are intentionally organized by concepts, and not by regions.

2. Gaps/missing concepts
 - a. U.S. History: The scope is appropriate. While there are concepts taken out, the included content allows for a broad, diverse understanding of how the United States came to be as it is today. Recommend inclusion of language about the four strands (similar to what is in World History) to help teachers understand the structure. Celebrate Freedom language is missing; recommend including for consistency.
 - b. World History: (4) in the World History TEA document says "eight" strands." Celebrate Freedom language is missing; recommend including for consistency.
 - c. Government: language in (3) says "eight" strands. 14th Amendment should be included in (4) Civil Rights and Civil Liberties.
 - d. Economics: under "(5) Economics. The student understands the basic characteristics and benefits of the U.S. free enterprise system," recommend adding a student expectation about the limitations of the free enterprise system.

3. Preparation for postsecondary success
 - a. U.S. History: The course as written will allow students to understand of the events and ideas that developed over time. The inclusion of diverse perspectives will support student understanding of multiple points of view.

4. Social studies skills
 - a. U.S. History: Since the skills are embedded in the content student expectations, a statement explaining this in the introduction would be helpful. It would help teachers use the verbs in the content standards as

they are written, then we are reasonably assured that higher levels of thinking will occur.

- b. World History: Same comment about process skills.
 - c. World Geography: Skills are included in the introduction.
 - d. Government: Skills are included as a separate knowledge and skill statement. Recommend inclusion in other content student expectations (or inclusion in all courses) for consistency.
 - e. Economics: same comment as for U.S. History and World History.
5. Clear & specific?
- a. Specificity is much clearer in these standards, especially with the add on of the TEKS guide. The language provides much clearer guidance with respect to what students are expected\ to learn.
6. Duplication?
- a. The high school courses are much more distinct, and there is minimal duplication within courses.
7. Other suggestions
- a. Either include process skills separately in all courses or embed them within the student expectations.
 - b. Include Celebrate Freedom Week in all courses or leave it out.
 - c. Adding the four strands (E, G, C/G, and H) in parentheses within the standards is helpful.