

Guidelines for Content Advisor Feedback

Please review the proposed revisions to the Texas Essential Knowledge and Skills (TEKS) for the following high school courses: Economics with Emphasis on the Free Enterprise System and Its Benefits; Personal Financial Literacy; Psychology; Sociology; U.S. History; U.S. Government; World Geography, World History and three special topics courses: Special Topics in Social Studies, Advanced Research Methods, and Advanced Applications in Social Studies. The work group also proposes as new special topics course, Independent Studies in Social Studies. Use the following questions to develop feedback for the State Board of Education regarding revisions to the standards.

There is no specific format required for your feedback. When referencing specific portions of the TEKS, please indicate the course and the specific letter/number of the standard to which you are referring, as appropriate. Feedback may be limited to specific courses; however, please specify in comments which course(s) is addressed.

GUIDING QUESTIONS

1. Does each course follow a complete and logical development of social studies concepts presented? If not, what suggestions do you have for improvement? I really like the sequence of U.S. History, World History and U.S. Government. I think World Geography may be confusing because many of the standards leave interpretation up to the teacher. In addition, “different scales of inquiry” should be broken down to explain what the different scales include or should include.
2. Are there any gaps or concepts missing that should be addressed? Are there specific areas that need to be updated to reflect current research?

NOTE: The Government course uses a phrase that I think should be considered for all HS courses. USGOV. 1H - explain why the Founding Fathers created a distinctly new form of the system of federalism created by the U.S. Constitution, and give examples of Article IV and the 10th Amendment **in action today**; and adopted a federal system of government instead of a unitary system; (CG)

- The phrase **“in action today”** brings in relevance for the need to learn and make connections.
- A wondering for me is how students see the relevance of their current learning. Therefore, I propose we look for opportunities to connect the past to present when applicable.

U.S. History:

1H1 - Describe **efforts steps taken by the federal government to improve** *respond to* civil rights for African Americans, including the Emancipation Proclamation, the 13th, 14th, and 15th Amendment, and the Freedmen’s Bureau (C/G, H) should read more like 10A **compare the steps** taken by the Federal Reserve, Congress, and presidents Herbert Hoover and Franklin Delano Roosevelt **to combat** the economic crisis and mass unemployment of the 1930s (C/G, E, H);

- Improve is not an accurate account for all of the actions included in this SE
- 15 – A Nation in Transition
- Add an SE(s) that speaks to the social aspects of society as well. Most of the SEs focus on government actions

- This SE(s) should expand into the developing culture of the black community, the black church, setbacks and overcoming, finding black joy in the American Society

17C - Analyze the causes and effects of the economic issues during the 1970s and explain how Reaganomics addressed these issues (C/G, E)

- This SE should have an including statement for clarity
- What are the economic issues and where would a teacher find them?

20D - Identify and explain the impact of events that led to increased civil unrest and political activism (C/G, H)

- This SE should have an including statement for clarity
- What are the events and where would a teacher find them?

World History:

5A - analyze the role of Christianity as a unifying factor in western Europe, including the role of the Pope (C/G, E, G, H)

- This SE should expand the including statement with additional unifying influences (power structures) in western Europe

9C - trace the origins of the trans-Atlantic slave trade, including the establishment of plantations off the western coast of Africa and the roles of the Ashanti kingdom, kingdom of Dahomey, and kingdom of Kongo (C/G, E, G, H);

9H - describe the impact of the trans-Atlantic slave trade on the social and political systems of West Africa and the Americas (C/G, G, E, and H); and

- Consider rearranging the order of SEs to ensure clarity of the time period from 1450-1750. The topics in both C and H are connected but are 4 SEs apart.
- 9F – mentions the Columbian Exchange
- All of 9 (knowledge and skill statement) majorly influenced or changed the course of history by including the Western Hemisphere

13A – explain ~~identify~~ the importance of imperialism, nationalism, militarism, and ~~the alliances system in causing World War I;~~

- How would a student show mastery of this standard?
- I wonder if **importance** is the right term to use in this SE.

15E - describe the impact of WWI on family structures, the rise of suffrage movements, and the arts.

- What does the **“the arts”** mean here?
- The same phrase is used again 16J; (and maybe more)
- SEs with the phrase **“the arts”** should have an including statement for clarity

World Geography:

NOTE: Overall I think these TEKS need more clarity aligned to the expectation of learning. What does this statement look like in real time for a teacher **“different scale of inquiry”**? Autonomy should not be an essential skill in state standards. Teachers need guidance and this phrase is ambiguous.

4C - compare how individuals and groups develop unique personal identities and connections to specific places at different scales of inquiry

- How would a student show mastery of this standard?
- How will teachers know if mastery is met?

7B - use a variety of data such as the Human Development Index (HDI), Gross Domestic Product (GDP) per capita, literacy rates, the Gender Inequality Index (GII), and the World Happiness Report for evaluating the level of development at different scales of inquiry; and

- Evaluate must include a determining statement. To determine what? To draw a conclusion on what?

- Example: USH.4D - **Evaluate** how immigration led to the rise of nativism, including the passage of the *Chinese Exclusion Act*; (C/G, H)

U.S. Government:

1C - create a graphic organizer to compare the U.S. constitutional republic to historical and selected contemporary forms of government such as monarchy, a classical republic, authoritarianism, socialist, direct democracy, theocracy, tribal, and or other republics; and (H, CG)

- Start with **compare**; remove create a graphic organizer

2I - analyze evaluate the impact of *political parties*, *interest groups*, and various forms of *media* on political discourse and current *public policymaking*; political changes brought about by *individuals*, *political parties*, *interest groups*, or the *media*, past and present.

(CG)

- Evaluate must include a determining statement. To determine what? To draw a conclusion on what?
- Example: USH.4D - **Evaluate** how immigration led to the rise of nativism, including the passage of the *Chinese Exclusion Act*; (C/G, H)
- Consider a different SE for **media and social media** as the unofficial 4th Branch of Government

3. Do these high school course(s) sufficiently prepare students for postsecondary success? If not, please provide suggestions for improving the standards.

Yes: As mentioned above, I recommend we improve the relevance of our standards with the present. Connect the past to the present when applicable.

4. Do the standards for the course(s) adequately address social studies skills? If not, please give examples of how the standards might be improved.

Yes: I really find value in SEs that include:

- Use primary and secondary sources
- Mapping
- Influences
- Positive and negative impacts
- Societal changes over time
- Compare the goals and outcomes

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

Noted above

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., U.S. History 5.B, etc.

Noted above and for emphasis:

World Geography TEKS need more clarity aligned to the expectation of learning. What does this statement look like in real time for a teacher **“different scale of inquiry”**? Autonomy should not

be the basis for essential skill in state standards. Teachers need guidance and this phrase is ambiguous.

7. Do you have any other suggestions for ways in which the high school courses can be improved?

Not currently.