

Content Advisor Feedback

High School Course Revisions

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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?

Each of these high school courses does follow a complete and logical development of social studies concepts. The U.S. History Studies and World History Studies are standouts for their organization by theme. I appreciate the efforts to streamline the content embedded within the standards to allow for the opportunity to engage in a depth of learning as opposed to an organization of standards that previously seemed to necessitate memorization over truly understanding social studies concepts.

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?

There is an increase of discussion about the historical and contemporary experiences of people of color throughout the standards, but it is still not as prevalent as I believe is necessary in order for students to truly grasp that history includes the histories of all peoples. We are still often centering whiteness within these standards, with additions of people of color, as opposed to foundationally including the histories and experiences of all populations within the standards. There is more inclusion of Indigenous communities, but the language used to describe Indigenous peoples often robs them of agency in how the standards are worded.

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

I am combining my response to both questions above because I believe there is some overlap. The Special Topics course does a particularly good job of including aspects of learning that are necessary for students to achieve postsecondary success, *(2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.* There is the opportunity to more explicitly name the necessity of writing within and across the social studies discipline. These standards do not truly embody the relationship between literacy and social studies. The Independent Study in Social Studies course lists skills underneath standard *(8) Social studies skills. The student creates written, oral, and visual presentations of social studies information.* These skills include *(D) construct a thesis that is supported by evidence;* which is foundational necessity for postsecondary readiness. Standards that incorporate literacy skills into the social studies skills standards are inherently vital to students being able to engage successfully in postsecondary activities.

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

The revisions to these standards have made them significantly more clear and specific. The introduction to the world history course includes *(5) A greater depth of*

understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. This type of context should be provided for each course, the verbiage might be slightly different to connect to the content embedded in each course, but the overarching message should be made available across courses.

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.

The standards across the courses have been streamlined significantly. There could be the potential for revisions across the standards that I have explicated below, but I do not see the need for full eliminations of individual standards.

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

I have listed my suggested revisions by course below.

§113.71. United States History Studies

- Introduction: “The purpose of grouping the standards into chronological eras is for students to be able to make connections within and ACROSS ~~outside of~~ specific periods of time.

Foundations in U.S. History, 1776-1877.

- Foundations in U.S. History, 1776-1877:
 - Is this with the understanding that students will be engaging in knowledge building of the Indigenous peoples of this land during and prior to its founding?
- 1.(F) identify the impact of expansion on Indigenous populations including displacement, war, and the spread of disease (G, H);
 - I would like to see this include verbiage that aligns specifically to the resistance to erasure by Indigenous peoples. The language here reads as actions being done onto Indigenous peoples without their active resistance, erasing them of agency.

Rise of the Industrial United States, 1876-1920. The student understands how the end of Reconstruction impacted society. The student is expected to:

- Is there guidance into the people listed in these standards not being exhaustive? Aka we want students to understand that Booker T. Washington, W.E.B. DuBois, and Ida B. Wells are important Black historical figures, but not the only Black historical figures that made major contributions to the time period.

Rise of the Industrial United States, 1876-1920. The student understands how the closing of the frontier impacted diverse populations. The student is expected to:

- 3(A) analyze how the Homestead Act and the growth of the railroads impacted farming and Indigenous peoples in the West (C/G, E, G, H); and
- 3(B) evaluate the extent to which the reservation system, the Dawes Act of 1887, and the Wounded Knee Massacre contributed to assimilation (CG, H).
 - Both of these standards, similar to my concern listed above, seeks to strip Indigenous peoples of their agency. There needs to be verbiage that

acknowledges that Indigenous people actively fought (and continue to fight) against assimilation and the continued colonization through expansion.

Rise of a World Power, 1870-1920s. The student understands the causes and effects of the United States' changing role in the world. The student is expected to:

- 6A: explain the geopolitical and economic motives for U.S. influence in Latin America, including how the Roosevelt Corollary represented a change from the Monroe Doctrine (C/G, E, G, H);
 - Do we solely want students to explain the geopolitical and economic motives for U.S. influence (I would update to *intervention*) in Latin America? There needs to be some inclusion of students understanding the impacts, both historical and current, of U.S. intervention in Latin America.
- 6B: describe the positive and negative impacts of U.S. involvement in Panama, Hawai'i, and the Philippines (C/G, E, H);
 - I am not sure that *involvement* is the correct term to utilize in this standard. The issues of colonization presented in Panama, Hawai'i, and the Philippines are very complex. The standard using the concept of 'positive and negative' creates a dichotomy that there were actually positive and negative impacts for all parties, when in reality, for those colonized, they were negative. This standard could instead use language such as "analyze the impact of U.S. colonization within..."

(12) U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the United States' role in World War II. The student is expected to:

- (12A) evaluate U.S. government and individuals' awareness of and response to increased persecution of Jews over the course of the war (C/G, H);
 - include...and subsequent genocide

(20) Modern America, 1991-2020. The student understands the U.S. response to international and domestic terrorism and increased societal violence. The student is expected to:

- (20A) explain the impact of terrorist activities on foreign policy, including the War on Terror and the fluctuation of military presence in the Middle East, Afghanistan, and Somalia (C/G, G, H);
 - This standard needs to include the connections between these foreign policies and the rise of Islamophobia, and its impact upon Muslim communities, in the U.S.

§113.72. World History Studies

- The four strands include history (H), civics and government (C/G), geography (G), and economics (E). Students will develop a global perspective by applying the four strands to engage in the process of historical inquiry through a broad range of viewpoints.
 - This wording from the introduction should be made available in the other courses as well.
- The introduction should be further streamlined to mirror that of the U.S. History Studies course.
- (5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated.
 - I appreciate this phrasing as it provides support that the TEKS are the foundation, but not the ceiling of learning.

- 6-10 could be significantly lessened in the introduction.

(9) 1450-1750: Connecting Hemispheres--European Expeditions. The student understands the global impact of European expeditions. The student is expected to:

- Would this not be more accurately termed European *colonization* instead of expeditions?
- (E) explain the conquests/colonization of the indigenous populations of the Americas, including the Inca and Aztec empires, using primary sources (C/G, E, G, H);
 - Indigenous should be capitalized since we are speaking of people, not inanimate objects
- (E) analyze indigenous responses to imperialism, including examples of cooperation and resistance (C/G, E, G, H);
 - This should read “analyze Indigenous peoples’ resistance to imperialism”
 - Does cooperation really exist here or are we discussing the ways in which survival mandated ‘cooperation’?

§113.73. World Geography Studies

- no overwhelming comments for the geography studies course

§113.74. United States Government

- Introduction: 1 deepen their appreciation for and commitment to the United States and its form of government as well as their appreciation for and commitment to free speech and civil discourse in order to ensure that the American experiment in self-government continues to thrive.
 - Can we say that the American experiment is thriving? Do we want students to deepen appreciation and commitment to the U.S. and its form of government or do we want students to understand the foundations of this government and the ways in which the government and its people are meant to engage with one another? The verbiage reads too much as forcing students into blind faith instead of allowing students to understand the history and foundations of government so that they, as active members of society, can continue to shape a government that fits their needs, the needs of their communities, and of the future.
- Introduction: 3 The **eight strands** of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes
 - Why are there now 8 strands for this course? Are these strands meant to be similar to the themes/eras present in the other course? Based on how the standards are listed for the course, I would no longer title them strands in the introduction as that more closely aligns to the ideas of civics, economics, government, & history,
- The introduction to this course reads incredibly similar to the version before the TEKS revisions. There should be continuity across the introduction portions for each course.

(1) Foundations of Government

- (C) create a graphic organizer to compare the U.S. constitutional republic to selected contemporary forms of government such as monarchy, authoritarianism, direct democracy, theocracy, or other republics (H, C/G);
 - This leans towards pedagogical choices for instruction, instead the standard should begin with *compare...*

(2) Civic Participation

- (H) compare the ideology and platforms or agendas of the major political parties and contemporary interest groups on important current issues (C/G);

- (H) compare the ideology, ~~and~~ platforms and/or agendas of the major political parties and those of contemporary interest groups on important current issues (C/G);
- (K) defend a point of view about the Electoral College system by considering arguments for and against its continued use (H, C/G)
 - This standard again seems to stray towards pedagogical choices. Instead it could read along the lines of “analyze the varying points of view on the Electoral College system...”

(4) Civil Rights and Civil Liberties.

- (K) explain U.S. government policies
 - this standard has the term ‘government’ at a significantly larger font than the remainder of the standard

§113.75. Economics with Emphasis on the Free Enterprise System and Its Benefits

- Why does the title solely say the Free Enterprise system and its benefits? Could we not just say “Economics with Emphasis on Free Enterprise System” as not all students will automatically assume, or should assume, that there are only benefits to any type of system.
- Similar to the introduction for the U.S. Government course above, the introduction to this course is unnecessarily long and should be streamlined as we see in the U.S. History Studies course.

§113.76. Personal Financial Literacy

- Similar to the introduction for the U.S. Government and the Economics courses above, the introduction to this course is unnecessarily long and should be streamlined as we see in the U.S. History Studies course.

§113.78 Psychology

- Similar to the introduction for the U.S. Government, Economics, and Personal Financial Literacy courses above, the introduction to this course is unnecessarily long and should be streamlined as we see in the U.S. History Studies course.
- Psychology skills are listed at the beginning of the standards, do we want these to be consistently placed throughout each course? A choice should be made to place all ‘skills’ standards at the beginning or end of each course, but that

§113.79. Sociology

- Similar to the introduction for the U.S. Government, Economics, Personal Financial Literacy, and Psychology courses above, the introduction to this course is unnecessarily long and should be streamlined as we see in the U.S. History Studies course.
- Sociology skills are also listed at the beginning of the standards, do we want these to be consistently placed throughout each course?

(5) Social inequality. The student understands the inequalities created by social stratification in society. The student is expected to:

- (G) analyze the varying discrimination patterns of racial or ethnic groups, including Black, Asian or Pacific Islander, Hispanic, and American Indian or Alaskan Native;
 - Is this meant to say the patterns of discrimination against these racial or ethnic groups?

§113.80. Special Topics in Social Studies

- I hate to be repetitive, but there does need to be a consistency across the introductions for courses. Similar to the introduction for the U.S. Government, Economics, Personal Financial Literacy, Psychology, and Sociology courses above, the introduction to this course is unnecessarily long and should be streamlined as we see in the U.S. History Studies course.
- Special Topics skills are also listed at the beginning of the standards, do we want these to be consistently placed throughout each course?
- (2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
 - This aspect of the social studies skills listed in this course are particularly strong

§113.81 Advanced Research Methods in Social Studies Research Methods

- (1) These skills will also better prepare students to pursue college, career, or military post-secondary opportunities.
 - This could read “better prepare students to pursue post-secondary opportunities”
- I appreciate this streamlined introduction.
- The social studies skills are placed at the end of this course. The skills placement should be consistent across courses.

§113.82 Advanced Applications in Social Studies

- Is this course meant to center upon problem-based learning? There are aspects of problem-based learning, and with some adjustments, service-learning, embedded into this course. If this is the aim of the course it should be explicated more clearly in the introduction.

§.XX Independent Study in Social Studies

- This course has returned to the long introduction and should be streamlined as we see in the U.S. History Studies course.