

Guidelines for Content Advisor Feedback

Submitted by Mary H. Smith

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.

First, I want to compliment the High School draft writing teams. For the most part, the TEKS for the 2022 adoption for Social Studies were well-done, thoughtfully phrased and often regrouped, and aligned to the new content strands. The two history courses were arranged chronologically for the first time which was certainly interesting for those two groups. Thank you for your commitment to improve our social studies standards. Please know you are appreciated for your contribution.

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?

My detailed suggestions follow in the chart below.

World History Studies is my primary concern. While the new plan moved early civilization and classic civilizations to the elementary grades to teach. They did not add any time in to review any of the material covered in elementary yet there is such important material covered, some of it as far back as third grade. Some examples are the major political/religious and cultural influences of Persia, India, China, Israel, Greece, and Rome. Feudalism and manorialism are also covered in elementary.

The writing team included some Asia in the first part of the curriculum, but as the time frame entered the 19th and 20th century, it became Euro-centric. Towards the end of the TEKS, the team includes more Asian perspective once again. They do include the continuing theme of including technology and women throughout each era. Kudos.

The second concern in World History is that the TEKS in the Modern Era of World History are very detailed and seem to be more at an AP level than at a survey history course level. Teachers do not have choice which TEKS to teach if short on time. While beautifully written, I do not see how teachers will be able to teach all the information required by the new TEKS in the second semester. I think the writing team was so

enthused by having extra time that they loaded up too much information to teach in that extra time. I would love for the team to reconsider the time to teach the Modern Era.

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?

U.S. History did contain the review of the content covered in elementary and middle school before beginning new content. The writing group did have some gaps here and there which I noted. Examples: There was no TEKS covering the causes for World War I or for the reasons the U.S. entered the war. During the Vietnam Era, there was not a TEKS covering the many changes which were happening on the home front.

The Economics course has been criticized for only discussing the “benefits” of the free enterprise system. Because of that, we added a TEKS calling for the analysis of the unintended negative consequences of the free enterprise system such as income inequality, unemployment, outsourcing, recession, and poverty.

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

I feel as though each of these high school courses prepares students for postsecondary success.

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.

Most of the courses worked social studies skills into the standards themselves which was a huge improvement. The advisory committee asked to have the social studies skills placed in a chart where the skills were graduated from least sophisticated to most sophisticated and least difficult to most difficult with mastery marked at a certain grade level. I have not seen that chart yet. I am looking forward to seeing it.

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

The student expectations are very clear and specific. I did point out in World History that the rigorous level and the detail of many of the TEKS was too difficult for a survey course and would probably take the time and temperament of an AP student.

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.

I found two that I thought might be redundant and marked them in the chart included.

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

I included my other suggestions for improvement in the chart which follows.

	Draft Language	Recommendations	Justification
<p>ECONOMICS- PERSONAL FINANCIAL LITERACY \$113.62 SE 6 Pg. 29</p>	<p>Credit and debt. The student understands the costs and benefits of borrowing. The student is expected to:</p>	<p>ADD (F) Compare and contrast ways to establish first time credit.</p>	<p>We are teaching the students to interpret a sample credit score and report but not how to build credit from scratch. This is a crucial element as students leave high school and step out in the world. Examples could include a secured credit card, becoming an authorized user on a parent’s card, loans with a co-signer, and credit builder loans from financial institutions.</p>
<p>SE 7 Pg. 29</p>	<p>Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets. The student is expected to: .</p>	<p>(C) Evaluate the costs and benefits of various savings options such and bank savings accounts, certificates of deposit, money market mutual funds, and low- cost index funds.</p> <p>ADD (J) Compare and contrast historical data of active versus passive managed investment strategies. i.e., stock market vs index funds</p> <p>(E) Identify the characteristics of employer sponsored retirement savings plans including traditional 401(k) and Roth 401(k) and matching versus non-matching funds from employers.</p>	<p>Students need to know the costs associated with investing, either through a broker, an active managed account, or through a passive managed, low-cost index fund. ETF’s and index funds are a major source of savings options for Americans</p> <p>Investing will be more relevant if the students can see the average returns through historical data.</p> <p>According to the Bureau of Labor Statistics, 67% of private industry workers had access to employer provided retirement plans. That is a large portion of our student body that needs to understand what this is and how it may benefit them for their long -term retirement and savings options.</p>

	Draft Language	Recommendations	Justification
<p>ECONOMICS \$113.75</p> <p>SE 5 Pg.24</p>	<p>(8) Protecting and Insuring. The student recognizes financial risks faced by individuals and families and identifies strategies for handling these risks to avoid potential loss of assets and earning potential. The student is expected to:</p>	<p>(G) Explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of driver, driving record, deductible, geographic location, and credit score.</p>	<p>The individual's credit score is used as a factor that can impact the price of insurance.</p>
<p>SE 5 Pg.24</p>	<p>The student understands the basic characteristics and benefits of the U.S. free enterprise system.</p> <p>ADD C and D</p>	<p>SE 5 The student understands the basic characteristics and benefits as well as the unintended consequences of the U.S. free enterprise system.</p> <p>(C) examine some of the positive intended consequences of the U.S. free enterprise system, including growth of competition, innovation, improved standard of living, trade, productivity, and class mobility.</p> <p>(D) examine some of the negative unintended consequences of the U.S. free enterprise system, including excessive power of firms, unemployment, poverty, outsourcing, recession, and income Inequality.</p>	<p>The students should know how the free enterprise system positive and negative consequences.</p>
<p>SE 16, pg.26</p>	<p>(16) Personal Financial Literacy. The student understands the role of individuals in financial markets. The student is expected to:</p>	<p>(B) Compare and contrast ways to establish first time credit.</p> <p>B becomes C, which becomes D, which becomes E</p>	<p>We are teaching the students to interpret a sample credit score and report but not how to build credit from scratch. This is a crucial element the students are about to step out in the world. Examples could include a secured credit card, becoming an authorized user on a parent's</p>

	Draft Language	Recommendations	Justification
<p>SE 17, pg.26</p>	<p>ADD</p>	<p>(F) evaluate the costs and benefits of various savings options such as bank savings accounts, certificates of deposit, money market mutual funds, and index funds.</p>	<p>card, loans with a co-signer, and credit builder loans from financial institutions.</p> <p>Students need to know the costs associated with investing, either through a broker, an active managed account, or through a passive managed, low- cost index fund. If they can see the average returns through historical data investing will be more relevant.</p>
	<p>ADD</p>	<p>(G) Identify the characteristics of employer sponsored retirement savings plans including traditional 401(k) and Roth 401(k) and matching versus non-matching funds from employers.</p> <p>E becomes H, F becomes I, G becomes J.</p>	<p>According to the Bureau of Labor Statistics, 67% of private industry workers had access to employer provided retirement plans. That is a large portion of our student body that needs to understand what this is and how it may benefit them for their long -term retirement and savings options.</p>
	<p>(17) Personal Financial Literacy. The student applies critical thinking skills to analyze the costs and benefits of personal financial decisions.</p>	<p>(D) explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of driver, driving record, deductible, geographic location, and credit score.</p>	<p>The individuals credit score is used as a factor that can impact the price of insurance.</p>

	Draft Language	Recommendations	Justification
GOVERNMENT \$113.74	Introduction. ...This course prepares students for a lifetime of ... members of our constitutional democracy.	Change to ... members of our constitutional republic .	Reasoning: Our government is referred to as a republic. Everywhere else in the Government course, the word republic is used instead of democracy.
Pg.17			
Pg.18	This course is intentionally designed to support student ...engage in civic life in the American constitutional system.	This course is intentionally designed to support student ...engage in civic life in the United States constitutional system	We should use the correct term, United States, not American.
Pg.18	Introduction #3 has not been changed yet, nor has #5.		
Pg. 19 SE 1	Foundations of Government (D) identify the contributions	Foundations of Government (D) Describe the contributions	I would prefer a more descriptive verb than identify here.

	Draft Language	Recommendations	Justification
SE 2 Pg. 19	Civic Participation New (D) D becomes E, E becomes F, F becomes G, and so forth.	(D) Debate various ways access to the ballot box can be expanded or limited legally. Use examples enacted after the election of 2020 in Texas and around the U.S.	Responses should include gerrymandering, control of hours the polls are open, fewer places the polls are open, less accommodations for the disabled, fewer days for early voting, etc.
Pg.19 SE 2	Old F Civic Participation. (G) analyze explain the functions of political parties	Civic Participation. (G) analyze explain the functions of political parties	Only one verb is needed here.
Pg. 20 SE 2	Old J Civic Participation. (K) explain the reasons to establishing the Electoral College system, how it functions today (including the impact of the 12 th and 23 rd Amendments), and how changing population patterns influence electoral outcomes.	Civic Participation. (K) explain the reasons to establishing the Electoral College system, how it functions today (including the impact of the 12 th and 23rd Amendments), and how changing population patterns influence electoral outcomes.	I would eliminate the 23 rd amendment as the voting in D.C. is not impactful when counting the overall votes as we have just witnessed with 2020. OR leave it in.
Pg. 20 SE 4	Civil Rights and Civil Liberties. Last sentence. And how the application of these rights continues to evolve and. The student is expected to:	And how the application of these rights continues to evolve and . The student is expected to:	“And” is not needed
Pg. 21 SE 4	Civil Rights and Civil Liberties. (B) describe the significance of the establishment and free exercise clauses of the First Amendment in protecting religious freedom in America and analyze their ...	Civil Rights and Civil Liberties. (B) describe the significance of the establishment and free exercise clauses of the First Amendment in protecting religious freedom in America the United States and analyze their ...	We should use the United States instead of America as America refers to everything from the tip of South America to the top of Canada.

	Draft Language	Recommendations	Justification
<p>Pg.21 SE 4</p>	<p>Please have the groups check and see if they think there is redundancy in C and E having to do with the 2nd Amendment. I will let the experts decide.</p>		
<p>Pg.21 SE 4</p>	<p>ADD</p>	<p>ADD (G) describe the doctrine of selective incorporation included in the 14th Amendment and analyze how its application in U.S. Supreme Court rulings has impacted federalism and ...</p>	<p>Add the Equal Protection Clause of the 14th Amendment. It is extremely important.</p>
<p>Pg. 21 SE 5</p>	<p>Public Policy. (A) Add the periods after U.S.</p>		
<p>Pg. 21 SE 5</p>	<p>Add new (C) New TEKS needed about poverty and pollution.</p>	<p>(C) Explain the role that government has played in dealing with issues such as poverty, pollution, and medical research.</p> <p>C becomes D, D becomes E, E becomes F</p>	<p>New TEKS needed about poverty and pollution</p>

UNITED STATES HISTORY STUDIES \$113.71	Draft Language In the Texas Health and Human Services' <i>Texas Works Handbook</i> terminology used to name racial and ethnic groups is as follows in the next column.	Recommendations Racial or ethnic categories are American Indian or Alaskan Native, Asian or Pacific Islander, black, Hispanic, and white. (Black can be capitalized or not as can white.)	Since these are the categories chosen by the Texas Health and Human Services, I feel as though we should not use "Indigenous People" in the USH TEKS to refer to the American Indians.
SE 1 Pg. 1	ADD (J)	ADD (J) explain how the Equal Protection Clause of the Fourteenth Amendment protects equality and give one example of how it is often abused by governments.	Currently, there is no TEKS covering this important part of the 14 th Amendment which is often not followed by local and state governments. Students should be aware of it.
SE 3 Pg.2	(A) Analyze how the Homestead Act and the growth of the railroads impacted farming and Indigenous peoples in the West.	(A) Analyze how the Homestead Act and the growth of the railroads impacted farming and the cattle industry and Indigenous peoples in the West.	Both farming and the cattle industry were greatly impacted by the population growth.
SE 6 Pg. 3	No current TEKS on Panama Canal.	ADD (E) Explain the difficulty in building the Panama Canal due to its geographic factors and analyze its political impact on the world	The Panama Canal was and is critically important to world events in the 20 th century.
SE 7 Pg. 3	No current TEKS on causes of WWI or reasons for US entry	ADD (B) Identify the causes of World War I and the reasons for the U.S. entry	I feel like it is important that students know the causes of the war and why the U.S. entered it.

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SE 10 Pg. 4	No current TEKS on the deportation and repatriation of people of Mexican heritage	ADD (C) Analyze the effects of the Great Depression on the U.S. economy and society of widespread unemployment, including the deportation and repatriation of up to 1.8 million people of Mexican heritage.	Up to 1.8 million of Mexican descent were rounded up in informal raids and deported
SE 12 Pg. 4	(D) describe the role of mass media during World War II on the home front, including the purchase of war bonds, increased employment, rationing, and Victory Gardens	(D) describe the role of mass media during World War II on the home front, including the purchase of war bonds, increased employment, rationing, Victory Gardens, and increased opportunities and obstacles for women and minority employment.	I feel as though we need the specificity of adding the increased opportunities and obstacles for women and minorities.
SE 12 Pg. 4	ADD G	(G) Explain the major outcomes of the Yalta and Potsdam Conferences.	Students should know the outcomes of the major conferences that ended WWII. Currently, there is no TEKS that calls for them learning that.
SE 13 Pg. 5	ADD H	(H) Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.	Students should know why the UN was founded.
SE 14 Pg. 5	Add the periods to the U.S. in (B) (A) describe the influence of the Servicemen’s Readjustment Act of 1944 (G. I. Bill) on the Baby Boom, diverse	(A) describe the influence of the Servicemen’s Readjustment Act of 1944 (G. I. Bill) on the Baby Boom ,	While I think you can make an argument for the Baby Boom, I believe it was going to happen whether or not the GI Bill was passed. I think it is reaching to

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SE 14 Pg. 5	populations, educational opportunities, wealth inequality, redlining, and suburban growth.	diverse populations, educational opportunities, wealth inequality, redlining, and suburban growth. Redlining does need to be included, perhaps in the 50's or 60's. I did not see an appropriate TEKS for it.	think it caused redlining or wealth inequality. If anything, it should have helped with wealth equality.
SE 15 Pg. 5	(B) compare the roles, goals, and accomplishments of organizations in supporting social movements, including ...	(B) compare the roles, goals, and accomplishments of organizations in supporting social movements, including ... Congress of Racial Equality (C.O.R.E.)	I would add CORE as it was one of the leading organizations in Chicago using MLK's methods.
SE 16 Pg. 6	ADD	New (B) (B) Evaluate the impact of the Vietnam War on the home front, including the draft lottery, the anti-war movement, and the role of television and the media.	There is nothing in the TEKS about the home front during Vietnam which was extremely impactful and must be included.
SE 17 Pg. 6	ADD B B would become C, C would become D, D would become E and so forth.	(B) Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period.	This TEKS would bring the big picture of the effect of the civil rights movement to the other groups which it impacted.
SE 20 Pg. 7	ADD E	(E) identify the impact of international events, multinational corporations, government policies, and individuals on the 21 st century economy, including COVID-19.	COVID-19 had a great impact on the world economy and on government policies.

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SE 21 Pg. 7	ADD C	(C) Determine the effectiveness of social legislation that was enacted to end poverty in the 1960's (Great Society) and today.	Students should determine if we have made any progress in alleviating poverty in the U.S.
SOCIOLOGY \$113.79	I thought the committee did an excellent job reworking the TEKS, adding in skills from the NCSS and content from C3. As the course should, students are asked to collaborate on products, and apply what they have learned using methods of civil discourse.		
SE 3 Pg. 34	(G) in terms of – remove whatever punctuation is there and put in the correct punctuation.		No hyphen needed.
SE 5 Pg. 35	(A) define social stratification and compare the characteristics of caste system - and class system	(A) define social stratification and compare the characteristics of caste system and class system	
SE 6 Pg. 36	(B) identify various types of collective behavior including mobs, riots, protests, fads, and crazes that can lead to social movements	(B) identify compare various types forms of collective behavior including mobs, riots, protests, and fads, and crazes that can lead to social movements	I felt like we needed to increase the rigor on this TEKS so compare instead of identify.

	Draft Language	Recommendations	Justification
<p>PSYCHOLOGY \$113.78</p> <p>SE 1 Pg. 31</p> <p>SE 6 Pg. 33</p> <p>SPECIAL TOPICS IN SOCIAL STUDIES \$113.80</p> <p>ADVANCED RESEARCH METHODS IN SOCIAL STUDIES RESEARCH \$113.81</p>	<p>In general, I really like the reorganization of the TEKS. Excellent job.</p> <p>(C) explain how proximity, mere-exposure, and similarity influence affiliation and attraction:</p> <p>Content is okay. I am assuming we will go over this again after the group completes it.</p> <p>Advanced Research Methods in Social Studies Research – Title of the course</p> <p>A very scholarly approach to social studies research. Kudos to the group. Just for clarification’s sake, I would add in checking for bias if you can find an appropriate spot. (1) (E) might be a possible place. I will leave it to the experts.</p>	<p>In the guide provided by TEA, the committee suggested short answer. I think “short answer” should be removed from the list as written products containing short answers are not what are wanted.</p> <p>C) explain how proximity, mere-exposure, and similarity influence affiliation and attraction:</p> <p>Advanced Research Methods in Social Studies Research</p>	<p>After looking at the state of Georgia’s standards from which mere-exposure was taken, I am unable to tell whether the hyphen is needed or not. In their standards, the phrase is separated at the end of a line.</p> <p>I am assuming the title of the course is really Advanced Research Methods in Social Studies. The last Research added was by mistake.</p>

	Draft Language	Recommendations	Justification
<p>ADVANCED APPLICATIONS IN SOCIAL STUDIES \$113.82</p> <p>SE 4 Pg. 41</p>	ADD	(F) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such Modern Language Style (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials.	It needs a bibliography.
<p>INDEPENDENT STUDY IN SOCIAL STUDIES \$ XX</p>	Okay as is.		
<p>WORLD HISTORY STUDIES \$ 113.72 SE 1 Pg. 8</p>	(C) describe how the Abbasid caliphate laid the foundation for cultural transfer, including the expansion of Islam, the preservation and transfer of classical knowledge, and the establishment of the House of Wisdom.	(C) describe how the Abbasid Caliphate laid the foundation for cultural transfer, including the expansion of Islam, the preservation and transfer of classical knowledge, and the establishment of the House of Wisdom (Grand Library of Baghdad).	I believed Caliphate should also be capitalized. I think it adds to the description of House of Wisdom to say Grand Library of Baghdad.
<p>SE 7 Pg. 9</p>	ADD	(G) Summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Ottoman Empire.	Nothing representing the Asian or African side of the world unless we add this.
<p>SE 7 Pg. 9</p>	ADD	(H) Summarize the major ideas in astronomy, mathematics, and architectural engineering that	Nothing representing the Asian or African side of the world unless we add this.

	Draft Language	Recommendations	Justification
SE 14 Pg. 12	(A) explain the causes of the Russian revolutions of 1917, their effects on the outcome of World War I, and the establishment of the Union of Soviet Socialist Republics (USSR)	developed in the Qing Empire. (A) explain the causes of the Russian revolutions of 1917, their its effects on the outcome of World War I, and the establishment of the Union of Soviet Socialist Republics (USSR)	Just grammar changes - while there were several revolutions, it is generally referred to as one revolution.
SE 14 Pg. 12	(B) identify the origins and characteristics of economic systems, including the free enterprise system and the communist system.	SE 11 E trace the development of the theories of capitalism, socialism, and Marxism as responses to the Industrial Revolution.	Are these two SE's too close? Have the expert committee look at them and decide. I can see how they are different, but...
SE 14 Pg. 12	(C) trace the influence of the Russian Revolution on the Mexican Revolution (1910-1920) and the Chinese Revolution (1911-1912)	(C) trace the influence of the Russian Revolution the Russian Revolution Marxism ideals on the Mexican Revolution (1910-1920) and the Chinese Revolution (1911-1912).	The more conceptual influence is the ideas coming from Marxism rather than directly from the Russian Revolution.
SE 17 Pg. 13	(F) Just remove the extra comma after including, and add an "and" between secular state and Mustafa Kemal (B) Just add quotation marks around the term "human rights."		
SE 18 Pg. 13	(D) explain how proxy wars in Korea and Afghanistan (1980's) were results of the ideological struggle of the Cold War:	(D) explain how proxy wars in Korea, Vietnam , and Afghanistan (1980's) were results of the ideological struggle of the Cold War:	Is there a reason why Vietnam was not included?

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SE 19 Pg. 14	ADD	(A) analyze the impact the Atlantic Charter and the post-war European debt had on the decolonization of African colonies.	The overarching understanding is about decolonization, yet the entire continent of Africa was not addressed. It needs to be added.
WORLD GEOGRAPHY STUDIES \$ 113.73 SE 1 Pg. 15	(B)	(B) remove the comma after such as	
SE 2 Pg. 15	(B) use primary and secondary sources to explain how economic, political, and social push and full factors such as job and ... Excellent job, World Geography team.	(B) use primary and secondary sources to explain how economic, political, and social push and full pull factors such as job and ...	Just a typo but an important one. These are push and pull factors.