

## Work Groups B, D, & E Draft Review

July 2022

The review for the work from groups B, D, and E below follows the guidelines shared by TEA. All courses were reviewed, but comments were not necessary for all questions for all courses.

1. General considerations:
  - a. The structure of the K-8 standards as created by Work Group D is a huge step forward in social studies education in Texas. This content thoughtfully builds from year to year within each grade band, unlike the current standards which are a disjointed collection of courses that do not align with each other in a meaningful way.
  - b. The coherent sequence of courses prepares students for post-secondary success by enabling students to understand how one series of events leads to another, as well as how ideas across time and across the world are connected, alike, and different. These courses allow students to think about the world around them and their place in it in meaningful ways.
2. Process Skills (Work Group B)
  - a. Complete & logical development of social studies concepts
    - i. Process skills: skills are appropriate to the discipline and align with reading language arts standards.
  - b. Gaps/missing concepts
    - i. Process Skills: research and inquiry should include the language of “grade-level appropriate
  - c. Preparation for postsecondary success
    - i. Yes, skills are important for informed citizenship
  - d. Standards are clear and do not duplicate
3. Ethnic Studies Courses (Work Group E)
  - a. In general, the ethnic studies courses are balanced, cohesive, and include content appropriate to high school students. Included below are comments related to the individual courses.
  - b. African American studies course:
    - i. coherently tells the story of Americans of African descent from before they were forced to come as slaves. Course appropriately handles challenging topics in a broad way that will enable students to understand the nuanced interactions between African Americans and non-African Americans. (Note: This course would be really enjoyable to teach!) This course tells a story well, and a story that is frequently abbreviated in its telling.
    - ii. SE 6.B: Should be Hiram Rhodes Revels in the TEKS guide
  - c. Asian American studies course:



- ii. The standards seem grounded in Mesopotamia. A slight increase in comparing the various river valley civilizations might correct this issue.
  
- c. 4<sup>th</sup> grade
  - i. The comparison of one region to the previous is understandable, but a bit awkward. Recommend changing language to “identify the relative location of \_\_\_\_\_ on a timeline in relation to other societies studies in this course.”
- d. 5<sup>th</sup> grade
  - i. 6D seems out of place; recommend moving to 2 with the Silk Road
  
- 6. 6<sup>th</sup> – 8<sup>th</sup> grades
  - a. Three year sequence of courses does the following positive things:
    - i. slows down the amount of content to be taught in one year
    - ii. Allows for a greater understanding of Texas history in the context of United States history, instead of as separate
    - iii. Allows for a greater understanding of English exploration within the context of the American Indians already living here, as well as the other European countries attempting to colonize North America
  - b. 6<sup>th</sup> grade
    - i. Recommend aligning language to high school ethnic studies course by using “American Indian” language
    - ii. Provides expanded attention to American Indian groups living in North America at the time of European colonization
    - iii. Allows for English exploration to be seen in context. For example, the French & Indian War now makes sense.
    - iv. Ends with a “mic drop” moment of Shay’s Rebellion, which also allows for the Constitution to be taught in 7<sup>th</sup> grade.
  - c. 7<sup>th</sup> grade
    - i. Includes a reasonable amount of content to be taught, with a strong foundation in 6<sup>th</sup> grade
    - ii. Texas history is taught in context. For example, students will understand the Texas role in the Civil War as part of the larger picture and not just as a “stand alone” concept
    - iii. Minor edits
      - 1. 6D: explain the process to amend the Constitution; the current “explain the purposes for amending the Constitution” is more appropriate.
      - 2. 14D: “explain the Freedmen’s Bureau and how white supremacy created obstacles” is incomplete. The SE should list the obstacles created by white supremacy
  - d. 8<sup>th</sup> grade

- i. Includes a reasonable amount of content to be taught, with a strong foundation in 6<sup>th</sup> and 7<sup>th</sup> grade
- ii. Students will leave 8<sup>th</sup> grade with a reasonable understanding of the (fairly) modern world.