

#1



COMPLETE

---

PAGE 1: Social Studies 6-12

---

**Q1: I would like to comment on the following strand first:** History: Continuity and Change

---

PAGE 2: Social Studies 6-12

---

**Q2: I would also like to comment on the following strand:** People, Groups, and Cultures

---

PAGE 3: Social Studies - History: Continuity and Change

---

**Q3: The standards in this strand are developmentally appropriate.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q4: The standards in this strand follow a coherent path through and across all grade levels.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q5: The standards set a rigorous path of high expectations for students at each grade level.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q6: The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q7: The standards in this strand are understandable to educators and explainable to parents and other stakeholders.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q8: The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.** *Respondent skipped this question*

**Q9: The standards in this strand are accurate and encompass the breadth of the content.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:

A. MS American History I 1) Key Concepts and Understandings T2.S1.A A. Compare motivating factors leading European to settle in the New World to explain colonial diversity and regional differences. [Not all settlements were nationally sponsored.] 2) Key Concepts and Understandings T3.S1.A A. Trace the events leading to escalating conflict between Great Britain and the colonies. 3) Key Concepts and Understandings T4.S1.A [Great Britain is more accurate than England.] A. Analyze the territorial, political, and economic expansion of the United States in the early 19th century to trace U.S. growth and predict future conflicts. [Clarify what kind of expansion.] B. MS World History I Key concepts and Understandings T4S1A A. Explain how the collapse of centralized government in the 5th century, and resulting instability, led to the development of feudal kingdoms in western Europe. [Needs to be more specific; eastern Roman empire did not collapse.] C. HS World History I 1) Key Concepts and Understandings T2S1C C. Explain how the Crusades and Black Death, and the resulting exchanges that followed, impacted Europe and explain what led to the Renaissance. [The term Scientific Revolution seemed out of place chronologically in this standard.] 2) Key Concepts and Understandings T3S1A A. Analyze the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and predict their impact on conflict and cooperation. [The linkage of the Reformation and the Scientific Revolution implies some sort of causal relationship between the two that may or may not be the case. They should be separated.] 3) Key Concepts and Understandings T3S1C C. Explain the challenges and benefits of large land empires including those found in Russia, China, and the Islamic empires of the Ottomans, Savavids and Moguls. [Not all the Islamic empires were in the Middle East.] 4) Key Concepts and Understandings T4S1D D. Analyze reactions to revolutions in order to predict future conflicts. [Future in what sense? After these revolutions or beyond our time? I am not confident about anyone's ability to predict the future.] [I would recommend a standard regarding the rise of nationalism and its impact around the world. This could include Europe (unification of Germany), Latin America, Canada, Japan, and China. The admiration and rejection of nationalism was important in both western and non-western regions. Other topics that I would look for: women/gender; class; conservatism/fundamentalism; socialism]

**Q10: Overall comments regarding the proposed standards for History: Continuity and Change:**

*Respondent skipped this question*

**Q11: Please choose an option:**

I would like to make comments about another strand.

**PAGE 4: Social Studies - Government Systems and Principles**

**Q12: The standards in this strand are developmentally appropriate.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:  
See below

**Q13: The standards in this strand follow a coherent path through and across all grade levels.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

**Q14: The standards set a rigorous path of high expectations for students at each grade level.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q15: The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q16: The standards in this strand are understandable to educators and explainable to parents and other stakeholders.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q17: The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:  
See below

---

**Q18: The standards in this strand are accurate and encompass the breadth of the content.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:

A. MS American History I 1) Key Concepts and Understandings T3S2A A. Evaluate the significance of Great Britain's end to salutary neglect. [This assumes that salutary neglect is an established fact. That could be disputed. I suggest: Evaluate the significance of Great Britain's approach to colonial rule in the wake of the Seven Years/French and Indian War.] 2) Key Concepts and Understandings T4S2C C. Explain how the principles of rule of law, separation of powers, checks and balance, and federalism were impacted by Jacksonian democracy. [This assumes students know what Jacksonian democracy was. Is that the case?]

---

**Q19: Overall comments regarding the proposed standards for Government Systems and Principles:**

This category also needs a standard relating to nationalism.

---

**Q20: Please choose an option:**

I would like to make comments about another strand.

---

**PAGE 5: Social Studies - Geographical Study**

---

**Q21: The standards in this strand are developmentally appropriate.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q22: The standards in this strand follow a coherent path through and across all grade levels.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q23: The standards set a rigorous path of high expectations for students at each grade level.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q24: The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q25: The standards in this strand are understandable to educators and explainable to parents and other stakeholders.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q26: The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:  
See below.

---

**Q27: The standards in this strand are accurate and encompass the breadth of the content.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:

B. MS World History I Key concepts and Understandings T3S3A A. Explain the significance of physical geography to the creation of the Greek and Roman civilizations. [Why only Greece and Rome? What about the rest of Eurasia? Africa?]

---

**Q28: Overall comments regarding the proposed standards for Geographical Study:**

*Respondent skipped this question*

---

**Q29: Please choose an option:**

I would like to make comments about another strand.

---

**PAGE 6: Social Studies - Economic Concepts**

---

**Q30: The standards in this strand are developmentally appropriate.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q31: The standards in this strand follow a coherent path through and across all grade levels.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q32: The standards set a rigorous path of high expectations for students at each grade level.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q33: The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q34: The standards in this strand are understandable to educators and explainable to parents and other stakeholders.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q35: The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q36: The standards in this strand are accurate and encompass the breadth of the content.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:

A. MS American History I 1) Key Concepts and Understandings T2S4B B. Analyze the mercantile system to explain colonial responses to economic control by Great Britain. [Assumes mercantilism was only way in which Britain dealt with its colonies.] 2) Key Concepts and Understandings T3S4A A. Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them. [As is, this assumes students either already know or do not need to know how the British parliamentary government and constitutional monarchy worked, especially in terms of taxation. This topic is needed to present a full picture of the relationship between Britain and its colonies.] B. MS World History I Key concepts and Understandings T2S4A A. Explain how the concept of economic surplus led to trade and the emergence of specialization of labor, [add]often rooted in gender roles and expectations.

---

**Q37: Overall comments regarding the proposed standards for Economic Concepts:**

*Respondent skipped this question*

---

**Q38: Please choose an option:**

I would like to make comments about another strand.

---

**Q39: The standards in this strand are developmentally appropriate.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q40: The standards in this strand follow a coherent path through and across all grade levels.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q41: The standards set a rigorous path of high expectations for students at each grade level.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q42: The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q43: The standards in this strand are understandable to educators and explainable to parents and other stakeholders.**

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

---

**Q44: The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:  
See below.

---

**Q45: The standards in this strand are accurate and encompass the breadth of the content.**

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:

A. MS American History I 1) Key Concepts and Understandings T3S5D D. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals. [Where are these ideals defined and discussed? Did they change over time? From group to group?] 2) Key Concepts and Understandings T5S4C [This was in the strand 5 material but is listed as S4; is it a typo?] C. Analyze the evolution of the abolitionist movement to trace its continued development and evaluate its impact. [There is a direct connection between the development of the abolitionist movement and the women's rights movement. That was acknowledged in the old standards; can it be in the new?] B. MS World History I Key concepts and Understandings T2S5B B. Describe the origins, structure, and significant beliefs of Judaism, Hinduism, [add] Confucianism, and Buddhism. [Confucianism under-girds virtually all of Chinese culture and history.]

---

**Q46: Overall comments regarding the proposed standards for People, Groups, and Cultures:**

There needs to be more attention to Confucianism through out all levels. One cannot get a good grip on the Chinese worldview without it.

In the standards and in the suggested primary secondary sources, there is a noticeable lack of sources by women.

There is also no discussion of the United States as part of the Atlantic world in its colonial and early national period. This strand of historiographical debate has been current for a couple of decades, especially in relation to the history of slavery. This kind of study also puts the North American English colonies in a wider context both within the British empire and in the wider world.

**Q47: Please choose an option:**

I have no further comments to make on the HB1490 proposed standards for Social Studies.

**PAGE 8: Demographics**

**Q48: Do you work or reside in Missouri?**

Yes

**Q49: How might you define your relationship to Missouri schools?**

Academic Researcher

**PAGE 9: Demographics - General Public**

**Q50: What is your work or residential zip code?**

*Respondent skipped this question*

**PAGE 10: Demographics - Academic Researchers**

**Q51: Which Missouri department of higher education institute do you represent?**

William Jewell College

**Q52: What is your current role at this institution?**

Professor of History and Chair of the Department of History

**Q53: How long have you worked in higher education?**

20+ Years

**Q54: List any current course(s) you teach:**

World History I and II; History of England; Gender in History; Comparative Revolutions; Crime and Punishment; Introduction to Research Methods; Senior Research Methods; Early Modern Europe, Modern Europe, Modern China

**PAGE 11: Demographics for Joint Committee on Education (optional)**

**Q55: Name:**

*Respondent skipped this question*