

Indicate the content strand for your comments:	Select a grade level:	Please leave your comment:	Do you work or reside in Missouri currently ?	Relations hip to Missouri schools?	Zip code?
Missouri, United States and World History	Grade 8	Update the Social Studies Standards. Let the standards be in play for a minimum of 5 years. Once your standards are in place leave the teacher alone to teach the students!	Yes	Educator	65608
Missouri, United States and World History	High School	Leave them the way they are but add technological aspects	Yes	Educator	65084
Missouri, United States and World History	High School	Schools should not have to be so worried about teaching to the test. So much is left out when that is done. We are cheating students out of a broad education because test scores are becoming the only thing that matters.	Yes	Educator	65711
Missouri, United States and World History	High School	I believe the standards are fair and give the teacher and local school district a chance to meet the individualized instruction goals along with meeting the state goals.	Yes	Educator	63901
Missouri, United States and World History	High School	.	Yes	Educator	63901

Missouri,
United States
and World
History

High School

Regarding world history: There were a few major areas that need more emphasis in world history in order that students will understand the world in which they live, their parents have lived, and their future children will live: 1. the development and major ideas, perspectives, and traditions among and within the major religions in the world, including how people among and within the different religions have related to each other at different times. (Whenever the topic of religion is included in the curriculum of our public schools, teachers need to make a strong effort to keep such studies objective in keeping with principles of the First Amendment.) 2. Impact of epidemics, their actual causes, the causes people at the time have assumed were their actual causes, their spread, how people have responded, how recent medical developments are providing means for addressing epidemics, etc. 3. Twentieth century revolutions and their consequences for people's lives within and across nations need more attention: Communist Revolutions in Russia and China, Fascist and Nazi Revolutions in Italy and Germany, Islamic Revolution in Iran and other places. 4. Conditions that have given rise to and choices people have made (ethical, practical, etc.) when confronted by genocides and "ethnic cleansings" at different times and in different places. 5. The impact people's economic activities have had and are having upon environments, posing all sorts of issues for individuals, communities, and nations to address. 6. How people's frames of reference (their personal perspectives) based on all sorts of factors may have a profound impact on how they interpret historical events and developments, sometimes leading to incomplete understandings. Please note: All of these ideas could be addressed in the current standards, but it is possible for them to be overlooked by many teachers, who may "miss the forest and concentrate only on the trees." When considering ideas, such as those above, it is disappointing that world history is not given attention as one of the required high school courses in this state. Regarding U.S. history: 1. In 3a (W) the Progressive Movement needs to be included within the list of items cited. 2. In 6 (L) religious groups needs to be added among the groups listed. (See the comment in parenthesis found in Item 1 above for world history.) Regarding economics: There is a major domain missing in the economics course: namely, how to lead a productive life as individuals and family members in our ever-changing economy. I am thinking of the need for preparing oneself to be creative, productive, and self-supporting in an economy where the intellectual and technical skills are becoming more challenging and knowing how to protect oneself and one's family financially for contingencies that take place in life, such as accidents, giving birth to and nurturing children, health problems, retirement, death, etc. This domain needs emphasis as individuals and enterprises in our country are participating in an increasingly competitive global marketplace. The economics course seems to miss this important domain entirely. Somehow or another, the general education of all students simply must address this need for the benefit of the students and the future of our society. I worry about incorporating it in an elective economics course, because that will not fully address the need.