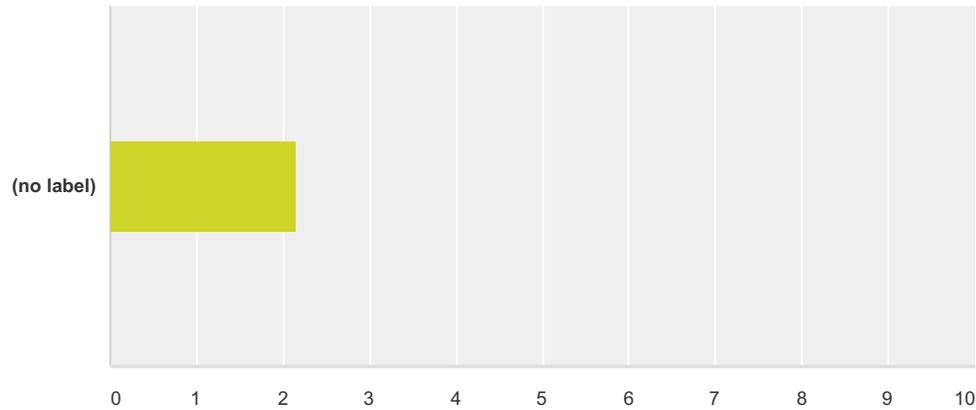


**Q3 The standards in this strand are developmentally appropriate.**

Answered: 86 Skipped: 164



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	29.07% 25	32.56% 28	32.56% 28	5.81% 5	86	2.15

#	Suggested revisions for standards:	Date
1	The American History standards are still too vague and much too broad to be accomplished in the abysmally short time frame given to us. PLEASE let some high school teachers actually IN the field write questions about specifics that are important. I.e., KEY people and MAIN topics rather than broad conceptual things. This frustrates students and teachers -- we want students to CLEARLY understand the rich history and how it's shaped us and to fall in love with it. The testing window rushes this and doesn't actually test what is important.	12/2/2015 10:36 PM
2	I am a college educated Certified Public Accountant with 25 years experience owning and operating my own business. I also served on a school board for 12 years. There has not been enough time given for non-educators to evaluate these standards. There has not been given enough specific content information to evaluate the standards or even adequately address the questions asked in this survey. This comment applies to all strands of every one of these proposed standards	12/1/2015 11:25 PM
3	I don't believe some of the Primary Source Selections are at reading level for middle school students. I also believe that the committee simply collected basic Primary source documents to put in.	11/30/2015 2:53 PM
4	The history standards are vast but not very deep. At the earlier grades the themes sometimes concern concepts students aren't really ready to understand and some of the themes later on are not really relevant to understanding the modern world. Some example documents are inaccessible without serious editing for the grade level they are attached to.	11/30/2015 2:29 PM
5	I would be cautious to implement standards that are vague simply because it's difficult to gauge how specific questions are when it comes to standardized testing. Covering aspects of the standards listed doesn't necessarily guarantee how specific the standard is intending to be.	11/30/2015 2:07 PM
6	They are too broad and give very little identification as to what level each should be taught	11/30/2015 10:52 AM
7	These standards are at the highest level of DOK and I do not believe most 6th grade students have the ability to meet this level.	11/20/2015 2:13 PM
8	Very few sixth grade students capable of evaluation and prediction of future consequences based on analysis. DOK too high.	11/20/2015 2:07 PM

## HB1490 Work Group - Social Studies 6-12

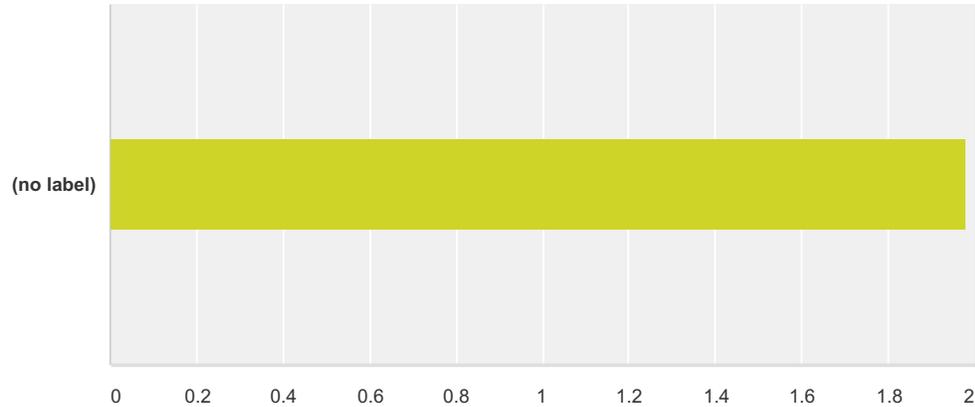
9	Please refer to the Virginia Social Studies education state standards (Virginia SOLs) as they genuinely flow from depth of knowledge to the skills needed to master as each grade level. The use of strands is flawed and difficult to follow as an educator.	11/20/2015 1:59 PM
10	I think that the standards are more general than they should be. The current standards are more specific, and I think that it leaves less interpretation for educators.	11/20/2015 11:12 AM
11	The standards are way too general! We want more specifics about what part of history we should be covering. We also want to know what forces of nature we are to be teaching on. Are we talking about physical geography, natural disasters, etc?	11/20/2015 10:45 AM
12	We teach World History at the sophomore level. I think some of the new concepts, analysis and language will be difficult for them to understand.	11/19/2015 2:54 PM
13	T1S1A: The use of the phrase chronological and at the time do not work together. The use of the phrase "at the time" seems to vague. Should say during the time period of study, etc. T1S1B: The use of the phrase "at the time" seems to vague. Should say during the time period of study, etc.	11/18/2015 4:52 PM
14	I think the current MLS current standards in the entire social studies crosswalk provides more detail and guidance. When you novice teachers I think they are more comfortable with the greater detail in the outline of what to teach,	11/18/2015 4:39 PM
15	The crosswalk does not really connect to the proposed. The proposed strand makes too much emphasizes on teaching and using historical materials. When appropriate, history is brought into the learning of the current region however, students have such little understanding of the world in the current with regards to continents, regions, people, economics etc..	11/18/2015 4:35 PM
16	The way they are written it seems you are painting a picture that the South was the only area with social issues, especially when it comes to race. This needs to be rewritten to include the struggles the Chinese, Native American, European immigrants dealt with, such as the race riots in Chicago in 1919 after WWI.	11/18/2015 9:30 AM
17	I focused my review on the Middle School World Geography and MS World History standards. I'm concerned about the verbs used and if middle school students would be able to successfully meet the criteria of the standard (evaluate vs. explain vs. draw conclusions). I also think that the MH World History standards are overwhelming in amount of content. I'm not sure that middle school students could handle the length and depth of the standards.	11/13/2015 1:42 PM
18	Most of these are acceptable. Out of all of the proposed standards I feel that World History is the most complete. I believe that with a little revision the standards will be a little easier to go by, and as teachers we will be able to cover a little more within the standards. With this being said, the current standards are very specific and limits the mobility that we have as teachers to facilitate.	11/13/2015 1:38 PM
19	Vague. Leaves too much to interpretation.	11/13/2015 1:21 PM
20	Yes, students should be developmentally ready to learn all aspects of American history in grades 6-12.	11/13/2015 1:12 PM
21	The use of the words: Examine, Infer, Analyse, and Trace are too broad. These words leave the Strands open to interpretation.	11/13/2015 12:59 PM
22	Work on better scope for the standards. MS American History is very intensive for one year compared to MS Geography.	11/13/2015 11:05 AM
23	None	11/13/2015 9:48 AM
24	The verbage used in the description of the standard is vague and confusing. It appears that students do not need to learn curriculum while using the standards. I content that the content should be used to teach the skills indicated.	11/12/2015 1:13 PM
25	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:16 AM
26	Due to the new additional information, it would be extremely helpful if the state could provide some kind of pacing guide or preference so that the average classroom teacher would know how long to spend teaching the new and existing objectives.	11/4/2015 2:15 PM
27	Due to the new additional information, it would be extremely helpful if the state could provide some kind of pacing guide or preference, so that the average classroom teacher would know how long to spend teaching the new and existing objectives.	11/4/2015 2:13 PM
28	Due to new additional information it would be, it would be extremely helpful if the state could provide some kind of pacing guide or preference so that the average classroom teacher would know how long to spend teaching the new and existing objectives.	11/4/2015 2:13 PM
29	Provide more specifics for American Government. For example, Theme 1 seems to be the same for multiple subject areas (American History, World History, etc.). Perhaps embedding course specifics into Theme 1 to give teachers greater guidance.	11/4/2015 2:13 PM

## HB1490 Work Group - Social Studies 6-12

30	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:12 PM
31	Middle school World Geography- Clarification IS NEEDED for what specific regions, historical events/time periods, what place. Specific Vocabulary is NEEDED!	11/4/2015 2:11 PM
32		11/4/2015 2:03 PM
33	Suggested vocab should be provided. Standards are TOO vague and provide too much autonomy. Standards are TOO broad. Lack of time to appropriately teach all topics.	11/4/2015 2:02 PM
34	The use of Seven Years War is not appropriate. The colonists were impacted by the French and Indian War, which was the North American conflict. The Seven Years War occurred on the European continent. This needs to be changed in the standards. <a href="https://history.state.gov/milestones/1750-1775/french-indian-war">https://history.state.gov/milestones/1750-1775/french-indian-war</a>	11/3/2015 6:12 PM
35	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:38 AM

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

Answered: 82 Skipped: 168



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	36.59% 30	32.93% 27	26.83% 22	3.66% 3	82	1.98

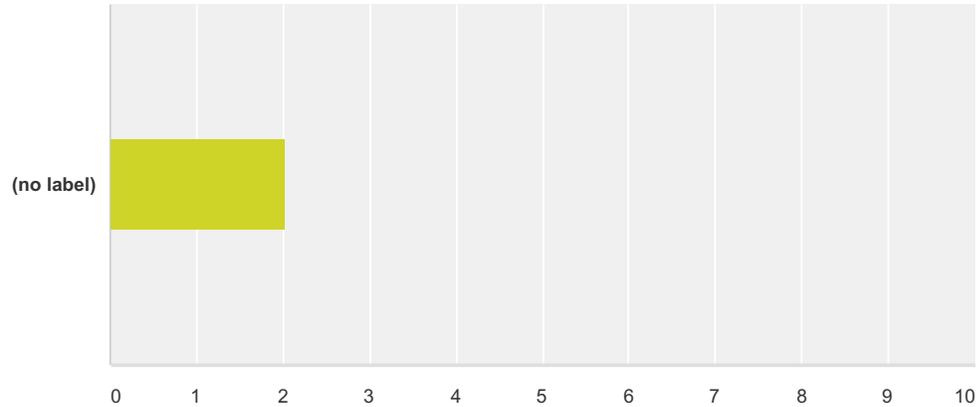
#	Suggested revisions for standards:	Date
1	Again, it would be better to have a citizenship class/overview of American history as a Freshman; World History as a sophomore; American History as a junior; Government as a Senior. That provides continuity and background to support knowledge.	12/2/2015 10:36 PM
2	Constitutional content required in 5th grade seems to be developmentally inappropriate. It is hard for that age to grasp the framework of the document and remember it three years later in 8th grade.	12/1/2015 4:44 PM
3	The path for American history is coherent and logical. For world history it becomes disjointed and confusing.	11/30/2015 2:29 PM
4	I do not see a coherent path at all. They are rambling and not focused	11/30/2015 10:52 AM
5	The broad descriptors will allow gaps in the interpretation of expectations of standards.	11/20/2015 2:13 PM
6	Standards leave room for broad interpretation, but are very vague. Content knowledge, if assessed on state standardized assessments, need to be clearly defined.	11/20/2015 2:07 PM
7	More specific examples are needed	11/20/2015 11:12 AM
8	The path can be so different in different school districts because of how general these standards are. We want to know exactly what we should be teaching. Maybe some sub-points could be added in order to let us know specific topics, vocabulary, and skills, that kids should know.	11/20/2015 10:45 AM
9	There are many rungs missing on the ladder. 6th grade World History 7th Grade Geography 8th Early American History 9th Civil War and on American History 10th American History Cold War and on 11th Government Little connections between 6 thru 8 And then 10th to 11th	11/18/2015 4:35 PM
10	These standards align with what I teach in World History. I teach High School History. Two of the main classes that I teach are World History classes to freshmen. I believe that I cover a majority of this throughout the year.	11/13/2015 1:38 PM
11	The standards are somewhat coherent and should be up to the interpretation of the teacher, as long as teachers go in chronological order with their students to encourage coherency.	11/13/2015 1:12 PM
12	concern for scope regarding the amount of strands in some of the subjects listed.	11/13/2015 11:05 AM

## HB1490 Work Group - Social Studies 6-12

13	None	11/13/2015 9:48 AM
14	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:16 AM
15	There is a distinct lack of standardized vocabulary for each of these strands.	11/4/2015 2:13 PM
16	I don't think this can be answered based upon the method of delivery of the new expectations. There is nothing that shows a vertical alignment (6-12) that allows districts to make curricular decisions.	11/4/2015 2:13 PM
17	Indeterminate as written, as they cover one course.	11/4/2015 2:13 PM
18	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:12 PM
19	Middle school World Geography- Clarification IS NEEDED for what specific regions, historical events/time periods, what place. Specific Vocabulary is NEEDED!	11/4/2015 2:11 PM
20	7th grade geography Specific topics to cover along with a timeline on when to cover the topics. Additionally, identify the historical problems in specific regions that need to be covered.	11/4/2015 2:06 PM
21	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:38 AM

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

Answered: 83 Skipped: 167



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	34.94% 29	31.33% 26	30.12% 25	3.61% 3	83	2.02

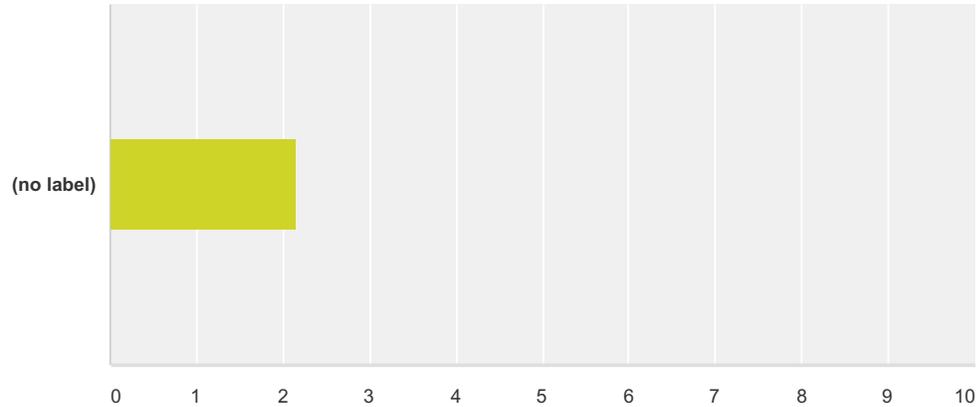
#	Suggested revisions for standards:	Date
1	The rigor isn't the issue. I am all about challenge. But the vocabulary doesn't match capabilities of students with VERY low DPR scores and therefore, some understand the content, but don't answer the question because we are forbidden to help them with million dollar words!	12/2/2015 10:36 PM
2	Please provide details about each big idea. The standards across the board are way too broad.	12/1/2015 10:42 AM
3	Covering all the topics listed will not allow time to cover the details needed to develop analysis skills essential for college and career readiness. The shallowness of the curriculum only challenges the endurance of students concerning boredom as any desire to go deeper is abandoned in an effort to reach the finish line.	11/30/2015 2:29 PM
4	The 'rigor' is not apparent in the standards. They are just broad statements	11/30/2015 10:52 AM
5	The standards need to be rigorous, but also need to be designed to address all students and their abilities. Not all students can perform at the highest level of DOK; they need a balance.	11/20/2015 2:13 PM
6	Very rigorous...students currently would need considerable improvement to meet standards as written. Once again, proposed DOK very daunting for sixth grade students.	11/20/2015 2:07 PM
7	The suggested readings are way beyond the reading level of middle school students. Yes, scaffolded instruction will help fix this...but the reading level is excessive.	11/20/2015 1:59 PM
8	It could be rigorous but we still need more specifics.	11/20/2015 10:45 AM
9	I think that the MS World Geography standards are mostly acceptable in rigor. However, MS World History seems like too much to teach thoroughly and effectively during social studies class time.	11/13/2015 1:42 PM
10	Based on the interpretation that I have taken from the following new standards, I believe that they are rigorous enough for students to achieve the goals that they need too. It's also up to the teacher to make it rigorous.	11/13/2015 1:38 PM
11	Does not provide enough specific information for instruction.	11/13/2015 1:21 PM
12	Yes, standards are rigorous.	11/13/2015 1:12 PM
13	None	11/13/2015 9:48 AM

## HB1490 Work Group - Social Studies 6-12

14	If rigor is expected in HS SS courses, why not mandate the American History test again? Our district does not purchase the test and it needs to be mandated again. It is the only time our students are assessed on how this subject.	11/11/2015 1:45 PM
15	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:16 AM
16	There is no standardized vocabulary list.	11/4/2015 2:15 PM
17	There is distinct lack of standardized vocabulary given for each these strands	11/4/2015 2:13 PM
18	There is a distinct lack of standardized vocabulary for each of these strands.	11/4/2015 2:13 PM
19	There are specific standards that include items that are not currently covered. T2S1A: "Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empire". The Gupta Empire does not generally get covered at this time. What items will be removed or reduced to allow the inclusion of this? Bear in mind, there are only 180 instructional hours, of which one can expect that 15-25 of those hours will be taken by fire drills, field trips, class meetings, etc.	11/4/2015 2:13 PM
20	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:12 PM
21	Middle school World Geography- Clarification IS NEEDED for what specific regions, historical events/time periods, what place. Specific Vocabulary is NEEDED!	11/4/2015 2:11 PM
22	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:38 AM
23	Too much-are students even getting anything? If we could narrow down and concentrate on several "key" areas	10/27/2015 8:45 AM
24	These standards throw too much at them.	10/27/2015 8:44 AM
25	Too much thrown at students. Narrow the focus.	10/27/2015 8:43 AM
26	Too encompassing amount of material at high school level, however, middle school is appropriate.	10/27/2015 8:37 AM

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

Answered: 79 Skipped: 171



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	30.38% 24	27.85% 22	36.71% 29	5.06% 4	79	2.16

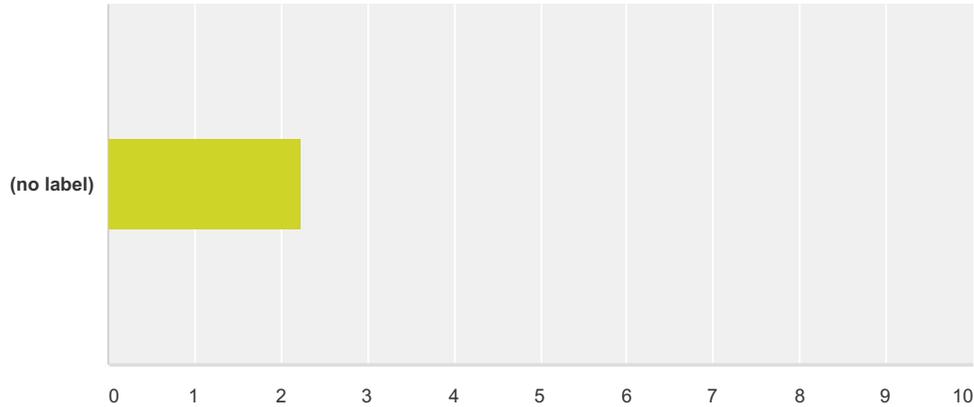
#	Suggested revisions for standards:	Date
1	Of course they CAN be assessed but they aren't accurate. Allowing schools their own autonomy to write and submit acceptable tests would be MUCH better. Having questions from hired testbank writers is not helpful.	12/2/2015 10:36 PM
2	All of the social studies standards are TOO BROAD to be assessed by the state. Example: "Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times." Translation: Compare everything that has ever happened in the entire world from the beginning of time through the medieval era." I can cover this standard and assess it within my classroom, but how can I ensure that my students have covered every event, characteristic, and interaction that you might test?	12/1/2015 12:12 PM
3	Please be more specific in details. History is full of people, events, etc. All of the expectations are way too broad. Historians have too many theories and pet ideas and can miss big ideas. If we are to be assessed on a state assessment, these important details can be overlooked. Tests tend to be focused on individual's achievements, or a social groups' contribution. However, which individual or social group would it be?	12/1/2015 10:42 AM
4	They can be but effective education would never be able to cover all the standards.	11/30/2015 2:29 PM
5	In a history class what one person uses to assess this standard may not be the same another would use. There needs to be more CONTENT addressed in these standards	11/30/2015 10:52 AM
6	There are concerns that any assessment created at a state level will suffer as the current EOC does from a narrow focus on any given exam, making year to year preparation difficult. This is less an issue of the strand and more an issue of how the EOC has been created/utilized.	11/28/2015 3:15 PM
7	The standards are written so broad, that assessments will be difficult to manage (created in a consistent manner).	11/20/2015 2:13 PM
8	Content knowledge, if assessed on state standardized assessments, need to be clearly defined. see previous.	11/20/2015 2:07 PM
9	The standards, as written, are too ambiguous and does not easily allow for true standards based grading. We would like to see these written as more specific essential learner outcomes. What do we expect that students will explicitly be able to DO to show mastery of this content?	11/20/2015 1:55 PM

## HB1490 Work Group - Social Studies 6-12

10	If a student moves from one MO school to another, I think the standards need to be a little more specific, so that the student isnt confused.	11/20/2015 11:12 AM
11	I think it would be difficult to completely and appropriately assess all standards at the level they are written. The number of items from the current standards has almost doubled. Also don't see how some could be appropriately assessed on a state test at the level they are written.	11/19/2015 2:54 PM
12	I would like to have a list of generic possible questions that could illustrate what students would be asked to do for each of the standards.	11/13/2015 1:42 PM
13	Everything in this particular strand is definitely able to be assessed. All the material/topics that are covered in the standards are areas in which I will cover this year and have planned for.	11/13/2015 1:38 PM
14	Yes, standards can be assessed.	11/13/2015 1:12 PM
15	The use of the words: Infer, Examine,Analyse,and Trace make assessing very difficult because you are leaving too much to individual interpretation.	11/13/2015 12:59 PM
16	None	11/13/2015 9:48 AM
17	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:16 AM
18	These new standards can be assessed only what is needed to be assessed is actually stated.	11/4/2015 2:13 PM
19	These new standards can be assessed only if what is needed to be assessed is actually stated.	11/4/2015 2:13 PM
20	More topical clarity would be helpful, here. Also, it would be nice if the state provided a proposed pacing guide. I think these documents need to be created with the following in mind: "If I were teaching this, how would I go about getting everything done in order to properly assess my students and show growth." Sometimes, I feel like I'm studying for a test and the teacher says, "Here's a list of 40 items to study. I'm going to ask you about 5 of them." What's the harm in being very deliberate and clear about what concepts you plan on using to assess students?	11/4/2015 2:13 PM
21	One of the questions raised by many teachers centers on just what is being tested. Without specifics (not necessarily desired), the test could end up much like the last EOC test, and often covered topics that were not taught in most classrooms. In addition, the EOC tests seemed to focus on a small number of topics, and these changed yearly.	11/4/2015 2:13 PM
22	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:12 PM
23	Middle school World Geography- Clarification IS NEEDED for what specific regions, historical events/time periods, what place. Specific Vocabulary is NEEDED!	11/4/2015 2:11 PM
24	Middle School American History-The standard has become more vague to allow for more autonomy, but direction about what might specifically be tested on a state assessment is lacking.	11/4/2015 2:06 PM
25	7th grade geography These standards cannot be tested if specific time periods and topics are not given for the teacher to cover.	11/4/2015 2:06 PM
26	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:38 AM
27	Too much to cover and expect retention. It's a one and done...after the test we move on and students don't remember or retain	10/27/2015 8:45 AM
28	There is too much to be covered effectively.	10/27/2015 8:44 AM
29	Still too much to cover. Reduce the amount of information that students need.	10/27/2015 8:43 AM
30	Too much information to assess accurately within one EOC/MAP testing.	10/27/2015 8:37 AM

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

Answered: 82 Skipped: 168



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	24.39% 20	36.59% 30	29.27% 24	9.76% 8	82	2.24

#	Suggested revisions for standards:	Date
1	Why are "parents" listed as stakeholders, but not students?	12/2/2015 10:55 PM
2	High school standards are written in complex language. Instead, they should be written with clear expectations and simple language. For example: Civil War & Reconstruction. 1) Explain the causes of the Civil War. 2) Identify the leaders of both the Union and Confederacy and the challenges faced by both. 3) Identify key historical personages of the era: Harriet Tubman, Henry Clay, Abraham Lincoln, General Grant, Harriet Beecher Stowe....etc. 4) Identify impact of Gettysburg, the Emancipation Proclamation, the Civil War Amendments (13, 14, 15) 5) Compare & contrast the two main Reconstruction Plans and how it failed after Lincoln's assassination. 6) Describe life in post-war South. Identify: KKK, Carpetbagger, Scalawag, ...etc. THOSE are clear and important things.	12/2/2015 10:36 PM
3	Several are wordy, redundant and hard to understand. For example, Theme 1 Strand 1 A- "happen at the same time" could be restated as "same period of history"; if that is what it is referring to?	12/1/2015 4:44 PM
4	The standards are "understandable," but give very little guidance on what should be taught. Example: "Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed impacted Europe and led to the Renaissance." I could spend an entire quarter teaching this strand and the state could ask a question that I haven't covered. What type of exchanges; social, economic, political, religious? Which European countries? The exchanges that I feel are the most important may be different than what is being taught somewhere else and not all information is transferable. In order to understand history you must have context.	12/1/2015 12:12 PM
5	Please be specific. Teachers can leave these standards out for very broad interpretation.	12/1/2015 10:42 AM
6	To be relevant in the eyes of parents, educators and administrators we need to test in Social Studies again	11/30/2015 2:53 PM
7	Again, how specific should the instructors get? If we analyze the causes of river valley civilizations, and then there are questions regarding the economics of it, how would we have prepared students adequately enough?	11/30/2015 2:07 PM
8	Parents would not understand these at all.	11/30/2015 10:52 AM
9	Give more examples.	11/30/2015 9:27 AM

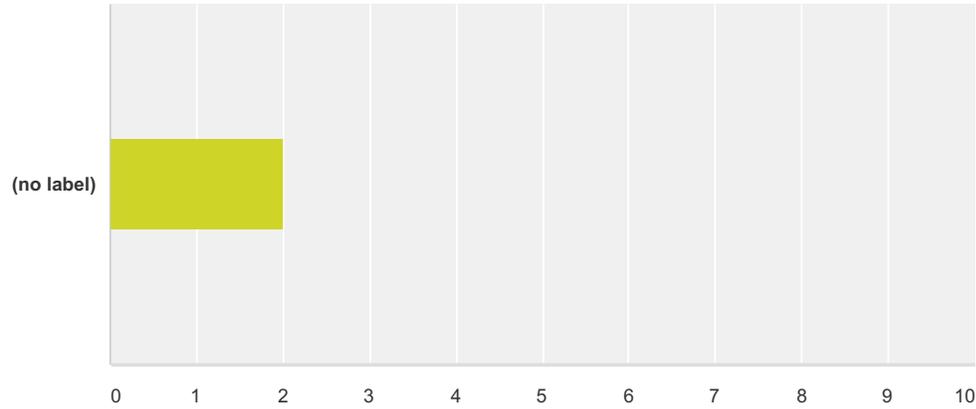
## HB1490 Work Group - Social Studies 6-12

10	These are incredibly easy to understand. However, they are super broad. It seems like there will be a lot of interpretation with this.	11/20/2015 1:59 PM
11	Give more specific examples-especially for non educators	11/20/2015 11:12 AM
12	I think the current MLS current standards in the entire social studies crosswalk provides more detail and guidance. When you novice teachers I think they are more comfortable with the greater detail in the outline of what to teach,	11/18/2015 4:39 PM
13	Wording of standards make no sense .... American Government ... A. Create and use tools to analyze a chronological sequence of related events that happen at the same time. How can a chronological series of events happen at THE SAME TIME?!?	11/18/2015 4:08 PM
14	I would love to see these standards put in simplified language. Simple enough for parents and students to understand. Maybe give more terms and/or examples within the standards. For example, MH World Geography Strand 1, B: "Explain how forces of nature impact historic and current conflicts and cooperation." Perhaps add examples of what forces of nature that need to be included in our instruction.	11/13/2015 1:42 PM
15	There are a few on here that could use reworded. I believe that the standards are better understood and are more comprehensible, especially to parents and students when they are condensed, like the presented new standards. Less is sometimes more!	11/13/2015 1:38 PM
16	Because some terminology is vague, it allows a for conflicting interpretation between the teacher and parent	11/13/2015 1:21 PM
17	Many standards need to be more specific. They should NOT include phrases such as "of the period" or "in the same time." All this does is confuse educators.	11/13/2015 1:12 PM
18	Disciplinary Tools for this strand are very broad. It might help to give some ideas about what specific time periods or events need to be covered in these two areas.	11/13/2015 1:05 PM
19	With the wording changes they could be explained to parents and other stake holders	11/13/2015 12:59 PM
20	Some of the standards either need to be more specific or split up into multiple standards or they are just too broad. Such as T4.S1.B, which needs to be more specific and T5.S1.C, which is too broad. What is the definition of "major battles?" What I consider the major battles or turning points of any war may not be what others agree think.	11/13/2015 12:50 PM
21	Good examples for many of the strands, add more of them.	11/13/2015 11:05 AM
22	"Understand" is too vague of a term, and is subjective.	11/13/2015 10:28 AM
23	None	11/13/2015 9:48 AM
24	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:16 AM
25	I think parents would appreciate more clarity and specifics so they know exactly how they can reinforce their student's learning at home.	11/4/2015 2:13 PM
26	Many standards are vague. T3S2B "Analyze the style and function of a leader to determine their impact on a governmental system." This "leader" could be Napoleon, Hitler, Stalin, Roosevelt, Kennedy, Mao...and whichever leader is taught would impact how the student would need to be assessed.	11/4/2015 2:13 PM
27	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:12 PM
28	Middle school World Geography- Clarification IS NEEDED for what specific regions, historical events/time periods, what place. Specific Vocabulary is NEEDED!	11/4/2015 2:11 PM
29	Middle School American History - Theme 1 A needs to lose the last 6 words,	11/4/2015 2:06 PM
30	I don't know if you will be able to create standards that are fully explainable to people outside the field of education.	11/2/2015 11:25 AM
31	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:38 AM
32	I think educators understand but parents/stakeholder would not always comprehend	10/27/2015 8:45 AM
33	Hard to explain to stakeholders, students, and many parents.	10/27/2015 8:44 AM
34	Hard to explain to parents and stakeholders.	10/27/2015 8:43 AM
35	Will need some clarity, should base more "common" language.	10/27/2015 8:37 AM

History: Continuity and Change

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

Answered: 82 Skipped: 168



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	39.02% 32	28.05% 23	25.61% 21	7.32% 6	82	2.01

#	Suggested revisions for standards:	Date
1	Again, the questions are couched in vague language TRYING (it seems) to trip students up. Do we want to show they know CONTENT or not?	12/2/2015 10:36 PM
2	It is a struggle to teach students to prepare good habits for college AND prepare for them to take a standardized test. For the test, I am held accountable for their learning. In college, students are held accountable for their learning. In the latter, true learning takes place.	12/1/2015 10:42 AM
3	Not at all. Very little content is addressed in any of these standards. That are to general	11/30/2015 10:52 AM
4	No real reflection of career readiness exists.	11/28/2015 3:15 PM
5	With some activities left for interpretation, everyone has a different opinion of college readiness.	11/20/2015 11:12 AM
6	Students that achieve these standards will definitely be able to advance on to college and career readiness. Getting students to be able to make that decision to move on to the next level is the problem.	11/13/2015 1:38 PM
7	Yes, standards include the information needed for students to be college/career ready.	11/13/2015 1:12 PM
8	None	11/13/2015 9:48 AM
9	The inclusion of primary documents suggestions is very helpful. Those teachers who teach the advanced levels of these courses have the opportunity to build on the sources already covered.	11/12/2015 1:13 PM
10	??? This would be more clear if it was mandatory to assess it with an EOC.	11/11/2015 1:45 PM
11	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:16 AM
12	Once again, I think if the state is more deliberate and specific in their expectations, then we as teachers can create assignments that dig deeper and push our student in a more rigorous way. Otherwise, you lessen what you do in an effort to get everything taught.	11/4/2015 2:13 PM
13	Realistically, this questions cannot be answered.	11/4/2015 2:13 PM

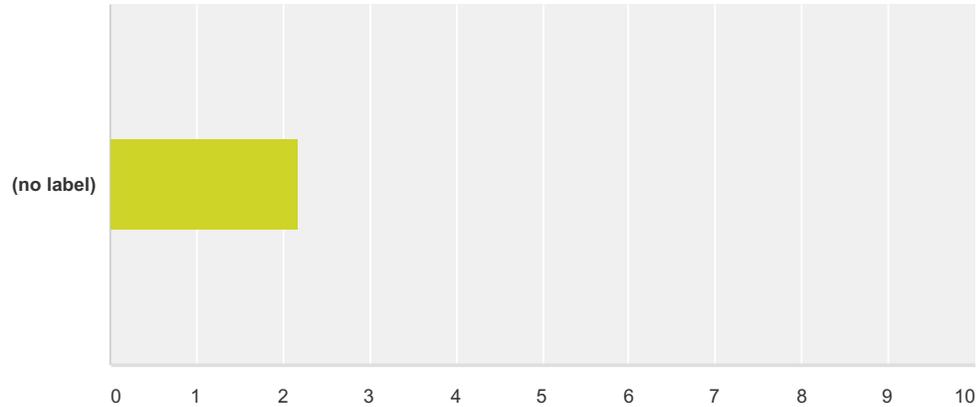
## HB1490 Work Group - Social Studies 6-12

14	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:12 PM
15	Middle school World Geography- Clarification IS NEEDED for what specific regions, historical events/time periods, what place. Specific Vocabulary is NEEDED!	11/4/2015 2:11 PM
16	Too many broad topics with a lack of time to teach everything.	11/4/2015 2:02 PM
17	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:38 AM
18	Not all kids are college bound. Most have very little to do with career readiness. Let's be more realistic	10/27/2015 8:45 AM
19	In my mind college and career readiness are two completely different things. These standards work for college prep, but not for career readiness.	10/27/2015 8:44 AM
20	Not for career readiness or IEP students. Need a totally different test for those students. Different track.	10/27/2015 8:43 AM
21	Heavy amount of college ready content stands, but this does not focus for those needing to be "career ready" after grade 12.	10/27/2015 8:37 AM

History:  
Continuity and  
Change

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

Answered: 81 Skipped: 169



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	29.63% 24	33.33% 27	27.16% 22	9.88% 8	81	2.17

#	Suggested revisions for standards:	Date
1	No. See the above written example for Civil War & Reconstruction.	12/2/2015 10:36 PM
2	There is more added content with the new draft standards (worry about time constraint) and also leaves out important items to connect to today's society. American history time periods need to be revised 5th - 8th grade.	12/1/2015 4:44 PM
3	They need to be more specific.	12/1/2015 10:42 AM
4	Too much content creates an environment where students will memorize and forget rather than understand and remember.	11/30/2015 2:29 PM
5	No, too wide and sweeping.	11/30/2015 10:52 AM
6	Breadth is definitely the word. If we are to assess each, the number of things to assess has almost doubled.	11/19/2015 2:54 PM
7	We do not need to include modern day emotions into the teaching of the past. We need to include the good and bad of all regions and groups of people that makes up this great nation. For the time period of the Great Depression there needs to be less about peoples feelings, and more instruction on the New Deals and their impact on the outcome of the Great Depression.	11/18/2015 9:30 AM
8	I believe that the standards in this strand are pretty well on point. The content is everything that we should cover and is something that is expected of my students.	11/13/2015 1:38 PM
9	They need to be specific. Some of the new proposed sentences are okay, but many are not clear over what is expected from educators.	11/13/2015 1:12 PM
10	None	11/13/2015 9:48 AM
11	T2S1C - The Scientific Revolution (1550-1700) came after the Renaissance this standard needs to be reworded. Currently, the standard asks for how the Crusades, SR, Black Death, and the resulting exchanges that followed led to the Renaissance.	11/12/2015 12:37 PM
12	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:16 AM

## HB1490 Work Group - Social Studies 6-12

13	These standards are better written but in scope of a teaching they are still too broad and there is too much knowledge expected to be learned	11/4/2015 2:13 PM
14	Standards are better written, but the scope is still too broad for the teaching year and too much knowledge is expected to be learned.	11/4/2015 2:13 PM
15	If anything, these standards may be too broad.	11/4/2015 2:13 PM
16	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:12 PM
17	Middle school World Geography- Clarification IS NEEDED for what specific regions, historical events/time periods, what place. Specific Vocabulary is NEEDED!	11/4/2015 2:11 PM
18	Middle School American History - The number of standards seems to have increased. A pacing guide or prioritized list of standards should be constructed to attempt to cover this in a school year.	11/4/2015 2:06 PM
19	There is a broad overview of World History, but there are too many topics to cover within the curriculum. Topics need to be prioritized.	11/4/2015 2:02 PM
20	Looking at the CLEs for American Government especially, I feel like there is some content editing that needs to be looked at. The "Articles of the Confederation" are heavily referenced in the standards multiple times. And while the Articles are important, if you simply take an inventory of how many times they are mentioned in comparison to other specific content I think the unintentional bias is that a large portion of the course is simply going to be about or in reference to the articles. The term "founding fathers" isn't mentioned once. In the past the Supreme Court and the power of Judicial Review as an important content piece, but that has been omitted in this draft. In the past there was even 5 specific Supreme Court Cases and case law to look at. I think several references and focuses on the History of American government could be removed (since there is so many and it is very heavy in that area) and replaced more with functionality and modern day applications of American Government. Marbury v. Madison (Judicial Review) should definitely be in there. Civil Rights should be better represented.	11/3/2015 11:01 AM
21	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:38 AM
22	They are too vast.	10/27/2015 8:44 AM

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

Answered: 48 Skipped: 202

#	Responses	Date
1	Due to the fact that the state constitution requires that Missouri schools "details and events of the racial equality movement that have caused major changes in United States and Missouri laws and attitudes", why don't the standards specifically say anything about racial equality or the civil rights movement?	12/2/2015 11:17 PM
2	American History: It is difficult to understand what the authors mean on some standards. Theme 2: Trace the contributions of individuals and institutions on political and economic development. What does this mean? Examples? Theme 3: Evaluate the responses of American leaders to the challenges of this period. This is extremely vague. Examples? Theme 5: Trace changes in military strategies as a response to the challenges of the Cold War. Examples? Theme 5: There needs to be a specific standard that evaluates the causes and consequences of conflicts during this era. Specifically, Vietnam and Korea should be listed.	12/2/2015 11:03 PM
3	The attempt to leave out any politically challenging/possible charged words has left teachers with a vague document that is fairly useless in planning a curriculum. While the improvement of the suggested sources is helpful, it is unbelievable that a new curriculum could be created that is less helpful than the old CLE's. Teachers were extremely frustrated with the open-endedness of the CLE's. However, at least, they were in plain language so they could be applied to what is taught in the classroom. Now, without the old documents to use as a guide, a new teacher would be lost as they sifted through the imprecise vocabulary in the new standards. Additionally, it has become even more vague of what could be expected on a state assessment. While the local district should have the right to determine their curriculum, teachers rely on DESE to give them a useful and ACCURATE guide. This is not about making political groups happy. This is about the education of Missouri's children to become productive citizens. Do not leave their teachers in the dark. We want guidance.	12/2/2015 11:01 PM
4	I could find no other place to submit this comment, so I am posting it here. IF YOU DO NOTHING ELSE, PLEASE BRING BACK THE OLD TOOLS OF SOCIAL SCIENCE INQUIRY THAT WERE IN THE OLD LEARNING STANDARDS. THIS WAS THE ONLY TOOL TEACHERS HAD TO WRITE CURRICULUM FOR SOME ELECTIVES SUCH AS PSYCHOLOGY. THE DISCIPLINARY TOOLS ON THE NEW PLAN ARE SO VAGUE THEY ARE FAIRLY USELESS EVEN WITHIN THE SUBJECT AREA. YOU ARE GUTTING THE SKILLS OUR STUDENTS SO DESPERATELY NEED. HOWEVER, THEY ARE ALSO SUBJECT SPECIFIC, WHICH MAKES THEM USELESS FOR OTHER SOCIAL STUDIES COURSES. NEW TEACHERS NEED THIS GUIDANCE!!!!	12/2/2015 11:00 PM
5	The attempt to leave out any politically challenging/possible charged words has left teachers with a vague document that is fairly useless in planning a curriculum. While the improvement of the suggested sources is helpful, it is unbelievable that a new curriculum could be created that is less helpful than the old CLE's. Teachers were extremely frustrated with the open-endedness of the CLE's. However, at least, they were in plain language so they could be applied to what is taught in the classroom. Now, without the old documents to use as a guide, a new teacher would be lost as they sifted through the imprecise vocabulary in the new standards. Additionally, it has become even more vague of what could be expected on a state assessment. While the local district should have the right to determine their curriculum, teachers rely on DESE to give them a useful and ACCURATE guide. This is not about making political groups happy. This is about the education of Missouri's children to become productive citizens. Do not leave their teachers in the dark. We want guidance.	12/2/2015 10:55 PM
6	This is my same constructive criticism for ALL the strands. Drop the flowery language. Extend the test window ESPECIALLY for history classes. Be clear about WHO and WHAT you want the students to know about or better yet, let those of us who teach it recommend!	12/2/2015 10:36 PM
7	Am. History 2 Theme 5 Secondary Sources Do not understand Dr Strangelove being listed as a historical reference. World History 2 Concerned about the use of the following: Karl Mark Communist Manifesto Adolf Hitler Mein Kampf	12/2/2015 5:45 PM
8	The basic content of the proposed standards seems to be consistent with the content contained in the previous grade and course level expectations for Social Studies. (There seems to be fewer specific concepts outlined.) However, as I reviewed the glossary of domain specific words mentioned in the proposed standards, I noticed many terms have been eliminated, especially those that align with government systems and principles. There seems to be a heavier lean towards economics than any other domain. While the focus on economics is needed, will there be an impact on EOC testing in government during the junior year if there is less focus on government systems and principles, especially for those new to using and interpreting the standards?	12/2/2015 4:55 PM

## HB1490 Work Group - Social Studies 6-12

9	The social studies standards are much too broad and cover too much content. I could spend an entire year covering just Theme 2, Strand 1 of World History II. The standards themselves would be fine IF, and only if, you provide specific content knowledge, documents, people, events, etc. that would be included on state assessments.	12/1/2015 12:12 PM
10	Please look at the breadth of content. Can this content be taught from late August to mid- April? It is too difficult to do all of the curriculum in that time. In theory, the standardized test comes at the end of the class, however, in practice, I will be giving the test in the second week of April 2016. I am required to teach this content in 26 weeks.	12/1/2015 10:42 AM
11	I know the workgroups came together to just work on their specific grade levels/subjects, but did ALL of the subjects come together for one grade level to see the load that was added to the school year? Did the workgroups take into consideration that the teachers have been writing curriculum to the current standards and they will VERY QUICKLY have to update/revise the curriculum to the new standards? Most schools just purchased new books/materials to match the current standards and that was thousands of dollars that they may not be able to use anymore. Missouri needs some consistency in education, and I think we are headed there - but in the meantime, there are frustrated teachers, administrators, and parents who are tired of going back and forth, changing, adding, updating... I appreciate the time each work group put into developing our new standards - I know it took a lot of your time and effort. I hope that you all read and evaluate every comment that is presented during this comment period to make our standards the best they can be.	11/30/2015 1:34 PM
12	Every strand of these standards needs to be address. They are all too broad and make it impossible to prepare for any type of standardized assessment. They need to be narrowed down and focused. In a history class, how each of these standards can be addressed is as varied as the textbooks and curriculum that we use. One teacher may choose the Egyptians to teach a concept and another teacher might use the Greeks. When test time rolls around, the test may use the French to assess the very same concept. While the students should be able to apply the knowledge seamlessly, we in education know that isn't the case for every student or even most students. There needs to be a narrowing down of that focus. Not to say the standards should reflect the exam identically. That would be a mistake too. However, we should be working together to benefit the students of Missouri, instead of perpetuating the DESE vs. the teacher mentality that these standards will continue to cause.	11/30/2015 10:52 AM
13	In general, the standards are more in-depth than what we currently teach. Time does not allow us to go into this amount of depth as things currently stand.	11/30/2015 9:27 AM
14	It will be important that there is appropriate vertical articulation to make the elements of this strand actually effective for students/teachers.	11/28/2015 3:15 PM
15	See comments made above. Using a model similar to the Virginia SOLs would make standards easier to follow and understand for both parties (educators and parents).	11/20/2015 1:59 PM
16	Can some standards be moved if they are taught in a different unit?	11/20/2015 12:20 PM
17	Give more examples. (Like the current GLE)	11/20/2015 11:12 AM
18	The standards are too general overall. We want to know exactly what we are supposed to teach.	11/20/2015 10:45 AM
19	I would want to make sure the American History EOC is representative of these standards and not all encompassing from previous standards. Depth of knowledge is more important than breadth when it comes to using the tools of social science inquiry in making sure students are college and career ready.	11/20/2015 9:54 AM
20	We really like the new standards that have been created. We think that it does a great job of hitting on the essential components of all the classes.	11/20/2015 9:36 AM

## HB1490 Work Group - Social Studies 6-12

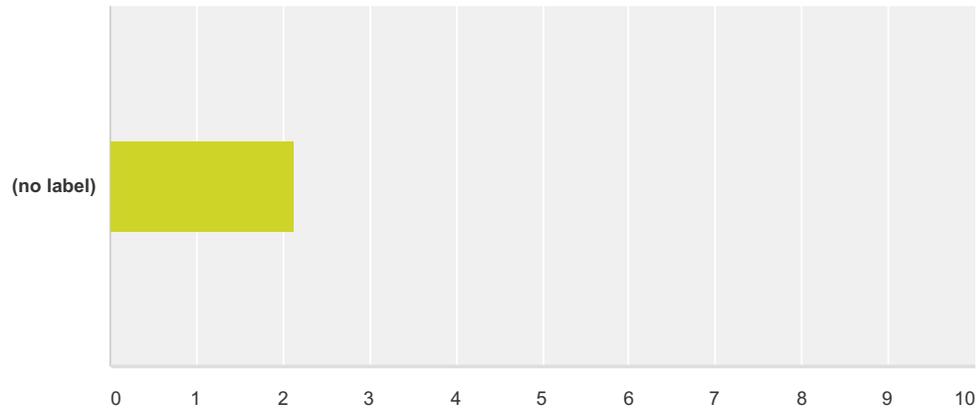
21	The American Government standards for 6-12 are FAR too "history oriented." They focus heavily (and inappropriately so) on the early formation of government in the US, not how the actual government works today. This is impractical and does not really focus on what students need to know about political systems, institutions, policies, procedures, etc. for modern times. Much of what is included in the standards for American Government should be taught in the US History classes and reviewed sparingly in Government standards. Examples: A. Explain how the central debates during the Constitutional Convention were resolved. B. Explain how concerns over a strong central government were addressed to provide for the ratification of the Constitution. Any mentioning of the Articles of Confederation should be included once and then never mentioned in any other standard for this course. It's a topic that can be taught, discussed, and assessed in probably one class period. These standards would be better suited for US History and not included as major components of the Government standards. While it would be beneficial to review them in a Government course, the time devoted should be minimal and any assessment of these historical elements should be an insignificant portion of the overall test, exam, or measuring instrument. Students are far more interested in what is happening NOW in the governmental and political system rather than what happened during a historical debate in 1787. Please continue to ask this question in the overall development of the new standards: What do students need to know, understand, and be able to do in the MODERN world? While historical elements of the foundations of government are excellent areas of study for the truly scholarly student, educator, historian, or political scientist, the typical high school student isn't interested or concerned with such things. Make these standards significantly RELEVANT to the current state of affairs, not to what happened in the past. If any historical elements are to be included in the Government standards, they should focus primarily on events, leaders, and policies of recent presidential administrations (1960 to the present). These events have far, far more impact and meaning on the modern student than anything that happened prior to 1900. These are also topics or time periods that were unlikely to be covered strongly in a previous US History course.	11/18/2015 4:08 PM
22	Please do not dictate what should be taught at the middle school level. The previous standards allowed schools to choose and the new standards are requiring major revisions in order to match the new sequencing.	11/18/2015 10:35 AM
23	The sources you provide has too many liberals, and not enough conservative sources.	11/18/2015 9:30 AM
24	The themes are worded strangely in a few places but I do appreciate the narrowing of the standards from the old CLE's. I do not see this working well for standards based grading, which several districts are pushing teachers to do (this is more a reflection of the problems created by standards based grading).	11/13/2015 2:39 PM
25	I like the themes and the suggestions of sources to use in the course of study. I would like some guidance from the state in terms of standards based grading and how these standards should be covered and how they would look on our instructional focus (and possibly on grade cards). Our district is working towards SBG and any specific instruction and guidance towards this would be appreciated. Thank you.	11/13/2015 2:10 PM
26	World History for High School, is basically thoroughly covered. I like the condensed version of the standards. Many of these are easier to understand. American History however, needs some work! As teachers we definitely appreciate the ability to be able to give feedback. We need this on a continual basis every time big changes come into place.	11/13/2015 1:38 PM
27	Standards encompass the content covered in this subject. Specifications are needed in some areas to allow continuity between staff members as well as school districts.	11/13/2015 1:21 PM
28	Make the proposed standards completely clear and concise as to what is expected from educators.	11/13/2015 1:12 PM
29	I feel like Key Concept T2S1B and T2S2A are pretty much asking for the same information, just worded differently. T2S1C and T3S1A could be combined under one thing. These two ideas usually go hand in hand with each other and are within the same lesson.	11/13/2015 1:05 PM
30	With these words: Infer, Examine, Analyze, and Trace being changed, this standard will have the DOK and Rigor we expect from our students..	11/13/2015 12:59 PM
31	Some of the proposed standards are not developmentally appropriate, and there are too many standards to teach. Mastery will be impossible.	11/13/2015 10:28 AM
32	Definite improvement over previous set of CLEs or GLEs or whatever they were supposed to be called. They were a garbled mess.	11/13/2015 9:48 AM
33	Overall, this is very well done and well-received by our local curriculum team.	11/12/2015 12:37 PM
34	Assess American History again.	11/11/2015 1:45 PM
35	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:52 AM
36	This aligns perfectly with what I've been doing/teaching in 6th grade.	11/6/2015 9:09 AM
37	This theme works well in its current form. Do not change old standards.. They are written well and are very specific to assist teachers with instruction and pacing.	11/5/2015 8:16 AM

## HB1490 Work Group - Social Studies 6-12

38	The proposed standards are well organized. There is a good list of primary sources. They include topics that are not currently covered with no increase in classroom time. The concepts are, in many cases, very broad and lack a specific goal.	11/4/2015 2:13 PM
39	The current standards should be kept with isolated clarification. Current standards give very specific expectations and that works well for teacher preparation (new and old teachers alike can get have direction for study)	11/4/2015 2:12 PM
40	Middle school World Geography- Clarification IS NEEDED for what specific regions, historical events/time periods, what place. Specific Vocabulary is NEEDED!	11/4/2015 2:11 PM
41	Geography These are too vague -Clarification on time period to be covered and what region to cover. What should the main focus be-what is the order of important between history and current events.	11/4/2015 2:03 PM
42	Overall I wish the Standards were more specific ... like the New York Regents Standards or the Texas Board Standards. Often times, especially when trying to prepare for an EoC, the standards are so vague and the test is so specific that it makes the test feel very random and teachers are not very well informed about the state's content expectations since their guidelines are so vague. Other states do not put teachers into this predicament, so I think there is a lot that Missouri could borrow from to inform them on how to write their own standards so that they give teachers a clear understanding of what their students will be assessed on and what is that they should teach.	11/3/2015 11:01 AM
43	I think it will a benefit of us being provided possible sources to teach our students from throughout the year.	11/2/2015 11:25 AM
44	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:38 AM
45	The SS standards are wide and very broad and encompassing-It's not feasible to core all of the accurately and with any depth and expect student retention. As educators how to we pick and choose and emphasizing	10/27/2015 8:45 AM
46	Overall, I feel they are too broad and encompassing to be studied effectively in the classroom.	10/27/2015 8:44 AM
47	Needs revision and needs to be practical. Are students really need to know all of this in order to be successful in life? History is supposed to be a subject to come alongside students and use as a reference point in their daily lives. Too much academia and not enough practicality.	10/27/2015 8:43 AM
48	The strands are very encompassing; however, this is very heavy on college ready material, as well as rigorous amount to test over for one end of course exam.	10/27/2015 8:37 AM

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

Answered: 45 Skipped: 205



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	37.78% 17	22.22% 10	28.89% 13	11.11% 5	45	2.13

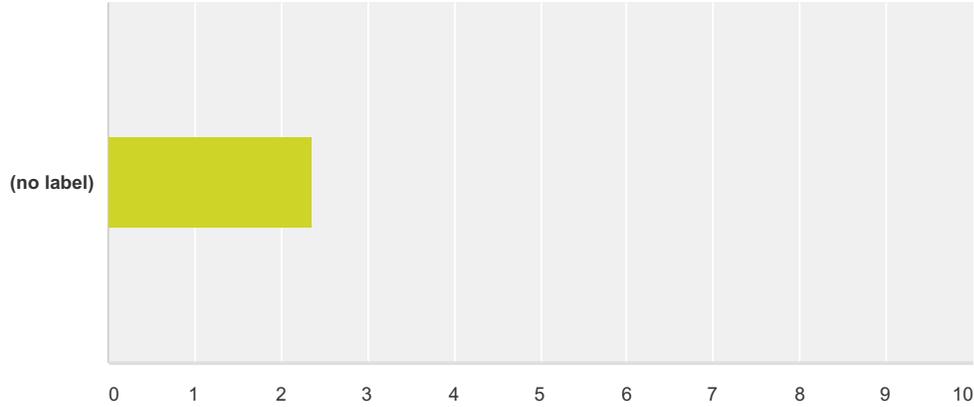
#	Suggested revisions for standards:	Date
1	The standards are appropriate. Possible sources of study should include the documents listed in the key understanding (e.g. Theme 2 asks for application of the idea of natural law and popular sovereignty , but does not suggest reading John Locke or Rousseau.	12/1/2015 4:43 PM
2	I don't see how these changes are much different than what has existed previously. Other than adding possible things to study, these seem less specific than what is already in place.	11/21/2015 10:16 AM
3	Problem-based learning could be a challenge to many students.	11/20/2015 2:10 PM
4	Need to be more specific	11/20/2015 11:19 AM
5	We believe that these need to be more specific. There should also be standards included over types of governments, democratic principles, rule of law, US Constitution, etc.	11/20/2015 10:51 AM
6	too vague	11/13/2015 10:52 AM
7	The standards are too broad/vague for students to be evaluated on a multiple choice End of Course Exam. Teachers need to have specific directions on standards if they are to be evaluated according to student performances on EOCs. However, the proposed standards are great as they provide flexibility.	11/10/2015 9:25 AM
8	the standards are too broad to prepare students for multiple choice testing.	11/10/2015 9:22 AM
9	Standards are vague and broad in wording to prepare students for multiple choice exams.	11/10/2015 9:21 AM
10	The standards are too broad to prepare students for a multiple choice (fact based) test.	11/10/2015 9:13 AM
11	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:19 AM
12	These standards seem to have been reworded from the previous standards with less specific language and examples.	11/4/2015 2:20 PM
13	More specifics	11/4/2015 2:19 PM
14	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:15 PM

HB1490 Work Group - Social Studies 6-12

15	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:39 AM
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**Q13 The standards in this strand follow a coherent path through and across all grade levels.**

Answered: 44 Skipped: 206



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	22.73% 10	29.55% 13	36.36% 16	11.36% 5	44	2.36

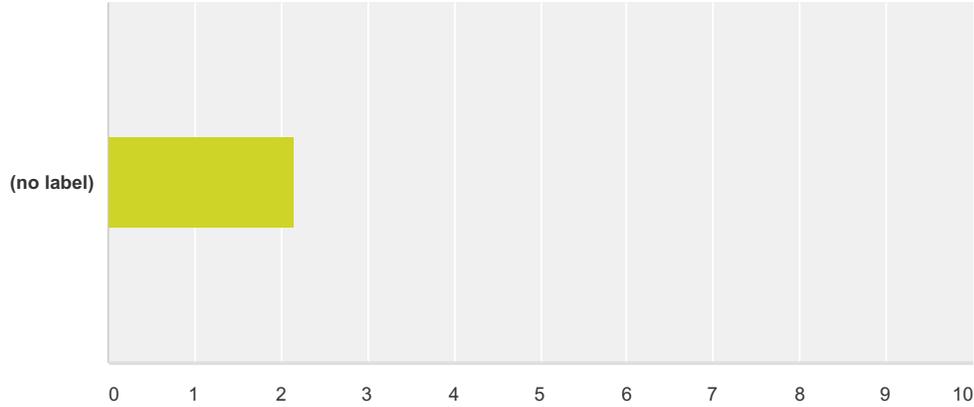
#	Suggested revisions for standards:	Date
1	Where are the standards for state government? Missouri requires a state constitution test.	12/2/2015 9:37 AM
2	5th grade content will be hard to remember after a three year break from American History. They will not see a lot of this again until their 8th grade year.	12/1/2015 4:58 PM
3	It is not clear to me if there is a coherent path through and across all grade levels based on the key concepts and understanding. It appears that If there is scaffold of concepts from 6 graders to seniors it is up to the individual teachers to decide. If that is the intent of this document so be it.	12/1/2015 4:43 PM
4	Is there sufficient depth built into the strand so that there is progression versus repetition?	11/28/2015 3:24 PM
5	More specific	11/20/2015 11:19 AM
6	The standards suggested focus mostly on analyzing laws. I do not see how this is going to help students understand government systems and principals. I think that analyzing laws is valuable but it should not be the only standards that we focus on in 7th grade Social Studies for Government.	11/20/2015 10:51 AM
7	Eliminate HISTORICAL mentions of the Articles of Confederation and any other elements of the pre-1800's debates from this strand. This is not a history course! Mention the Articles of Confederation once (in the Continuity and Change strand) and then never again. This course should focus on MODERN times and modern events.	11/18/2015 4:17 PM
8	too vague	11/13/2015 10:52 AM
9	The proposed standards are sufficient in covering broad content at a higher level of learning. However, in the current atmosphere of EOC standardized tests, teacher need standardized standards that provide specific directions.	11/10/2015 9:25 AM
10	Standards need to be more specific	11/10/2015 9:22 AM
11	The standards need to be more specific to allow teachers to know what to teach.	11/10/2015 9:21 AM
12	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:19 AM
13	American History T3S2b- Why are progressive reforms included with WWI? What is being referenced here?	11/4/2015 2:20 PM

## HB1490 Work Group - Social Studies 6-12

14	Need to see vertical alignment.	11/4/2015 2:19 PM
15	Government: You did not let us know how it follows across grade levels.	11/4/2015 2:16 PM
16	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:15 PM
17	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:39 AM

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

Answered: 44 Skipped: 206



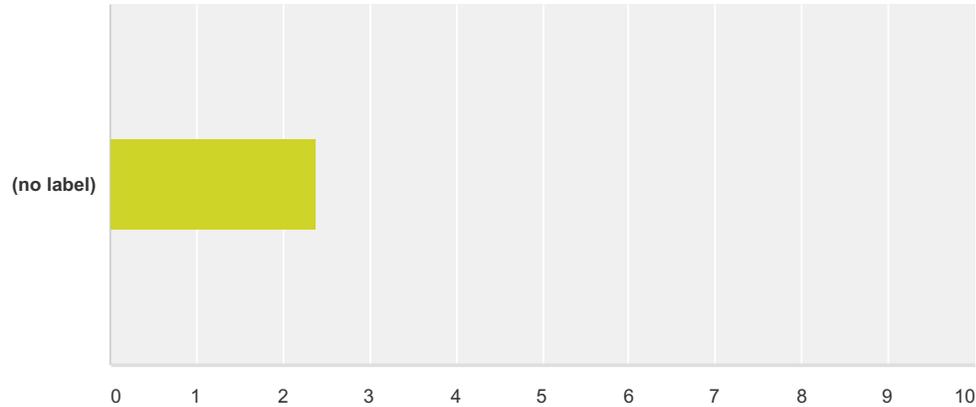
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	31.82% 14	31.82% 14	27.27% 12	9.09% 4	44	2.14

#	Suggested revisions for standards:	Date
1	It is difficult to assess the rigor, given the general nature of the strand/standards.	11/28/2015 3:24 PM
2	More specific	11/20/2015 11:19 AM
3	more details needed	11/13/2015 10:52 AM
4	The proposed standards are provided for students to learn at a higher level of learning.	11/10/2015 9:25 AM
5	proposed standards allow higher level thinking for students.	11/10/2015 9:22 AM
6	The proposed standards are acceptable and allow students to evaluated based on higher lever thinking skills.	11/10/2015 9:21 AM
7	Still too broad of standards for students. If you want teachers to prepare the students for End of Course exams, then how do these standards help us get to that point.	11/10/2015 9:13 AM
8	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:19 AM
9	Rigour is set by specific instruction.	11/4/2015 2:20 PM
10	You have not given examples of key terms and processes for these standards to be considered rigorous. How would you like me to teach them to make them so? Providing ideas and themes don't constitute rigor. It needs to be specific.	11/4/2015 2:16 PM
11	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:15 PM
12	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:39 AM
13	Too much-are students even getting anything? If we could narrow down and concentrate on several "key" areas	10/27/2015 8:47 AM
14	Too much thrown at students. Narrow the focus.	10/27/2015 8:46 AM
15	Far too encompassing of material at high school level, however, middle school is appropriate.	10/27/2015 8:43 AM

Government Systems and Principles

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

Answered: 44 Skipped: 206



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	25.00% 11	27.27% 12	31.82% 14	15.91% 7	44	2.39

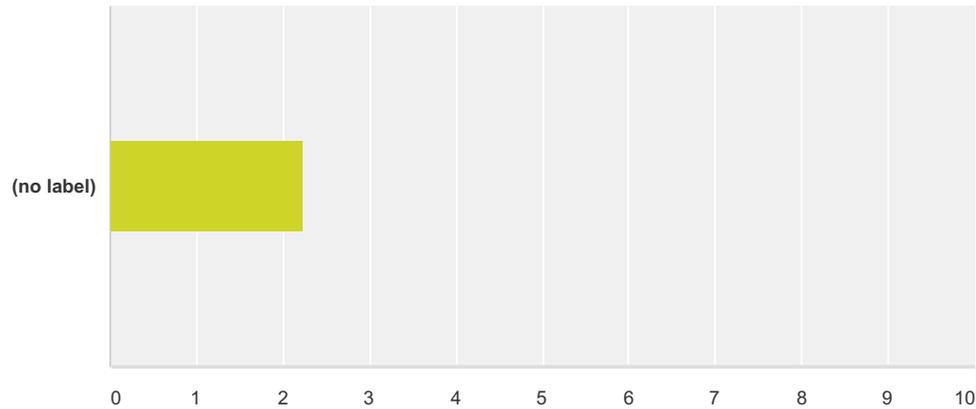
#	Suggested revisions for standards:	Date
1	After the basic terminology of for each theme is included then assessment would be more attainable.	12/1/2015 11:09 PM
2	The content and skills required are significant. I am concerned if a state assessment required that students mastery each and every key concept and understanding to be successful. That would be too much! Instead of opportunities for discovery learner, it would become more sit and get. Of course, this is not what any of the stakeholders want in education.	12/1/2015 4:43 PM
3	More specific	11/20/2015 11:19 AM
4	42A: Verbage should be evaluated so that students, teachers, parents have a clear understanding of what students should know	11/12/2015 1:19 PM
5	Teachers are able to assess these standards on assessments that allow students to provide higher level response such as in essay or short answers in the classroom. However, the proposed standards are so broad that they do not provide specific information for teachers to prepare students for specific standardized EOC questions.	11/10/2015 9:25 AM
6	Classroom assessment and state assessment should be two separate things.	11/10/2015 9:22 AM
7	Classroom and state assessments should be two separate forms of evaluations due to the fact that student learning should be based on application of instruction.	11/10/2015 9:21 AM
8	They can be assessed in the classroom, but the state assessment needs to be specific and the standards don't allow for that right now.	11/10/2015 9:13 AM
9	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:19 AM
10	The new standards are more vague than the previous standards. This brings into question the topics to be covered in a state assessment, and provides less assistance to our students.	11/4/2015 2:20 PM
11	More specifics on what is going to be assessed.	11/4/2015 2:19 PM
12	Provide how you would like them to be assessed.	11/4/2015 2:16 PM
13	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:15 PM

## HB1490 Work Group - Social Studies 6-12

14	Middle School American History-The standard has become more vague to allow for more autonomy, but direction about what might specifically be tested on a state assessment is lacking.	11/4/2015 2:07 PM
15	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:39 AM
16	Too much to be covered effectively.	10/27/2015 8:48 AM
17	Too much to cover and expect retention. It's a one and done...after the test we move on and students don't remember or retain	10/27/2015 8:47 AM
18	Still too much to cover. Reduce the amount of information that students need.	10/27/2015 8:46 AM
19	Too much information to assess accurately with one EOC/MAP test.	10/27/2015 8:43 AM

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

Answered: 42 Skipped: 208



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	21.43% 9	45.24% 19	21.43% 9	11.90% 5	42	2.24

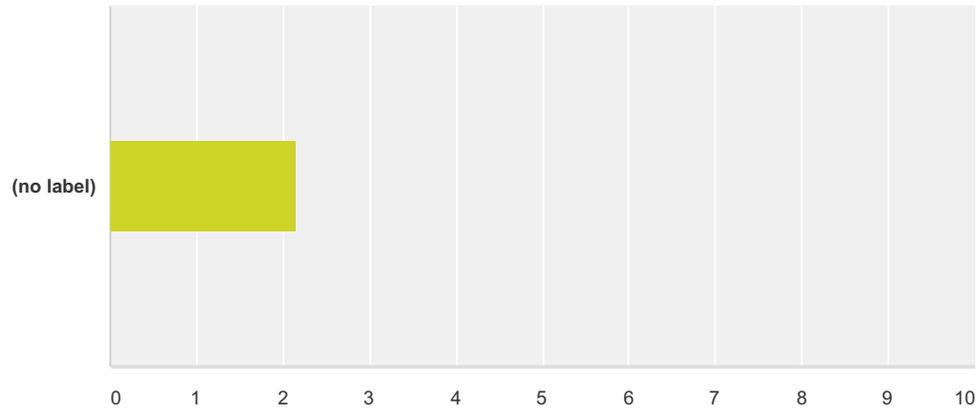
#	Suggested revisions for standards:	Date
1	Why are parents listed as stakeholders, but not students? Aren't students the primary stakeholders?	12/2/2015 11:06 PM
2	The standards are vague therefore it is not clear.	12/1/2015 11:09 PM
3	Applying the principals of inalienable rights, popular sovereignty, etc. to "evaluate" the purpose and the legacy of the Declaration is confusing since students had to analyze the DOI in strand 1 of theme 3. Ultimately the wording is the issue....simplify it? Key concepts could be more direct.	12/1/2015 4:58 PM
4	More specific	11/20/2015 11:19 AM
5	Especially the standard that says "Analyze current issues using relevant geographic sources to propose solutions". I am assuming this is talking about current events and the geography of that place where the event is happening. That is the problem. I shouldn't have to assume. It should be obvious what I need to cover.	11/20/2015 10:51 AM
6	Some of the standards either need to be more specific or split up into multiple standards. T1S2A needs to be more specific and understandable. I feel that if I could not present a standard to a student and use it as one of their objectives, because they can't understand it, it needs to be rewritten. T4S2B says to "analyze landmark Supreme Court cases." Please list what supreme court cases are to be taught, especially for this time period between the Constitution and the Civil War.	11/13/2015 1:03 PM
7	more guidance from the state needed	11/13/2015 10:52 AM
8	The proposed standards are simple and provide sufficient information for parents in knowing what is being taught.	11/10/2015 9:25 AM
9	it is simpler for everyone to understand	11/10/2015 9:22 AM
10	The proposed standards more flexibility to the classroom teacher to teach content.	11/10/2015 9:21 AM
11	They are less complicated so that general public people would be able to understand them.	11/10/2015 9:13 AM
12	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:19 AM

## HB1490 Work Group - Social Studies 6-12

13	American History T3S2b- Why are progressive reforms included with WWI? What is being referenced here?	11/4/2015 2:20 PM
14	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:15 PM
15	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:39 AM
16	I think educators understand but parents/stakeholder would not always comprehend	10/27/2015 8:47 AM
17	Hard to explain to parents and stakeholders.	10/27/2015 8:46 AM
18	Will need some clarity on verbiage, should use more "common" language.	10/27/2015 8:43 AM

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

Answered: 43 Skipped: 207



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	30.23% 13	32.56% 14	27.91% 12	9.30% 4	43	2.16

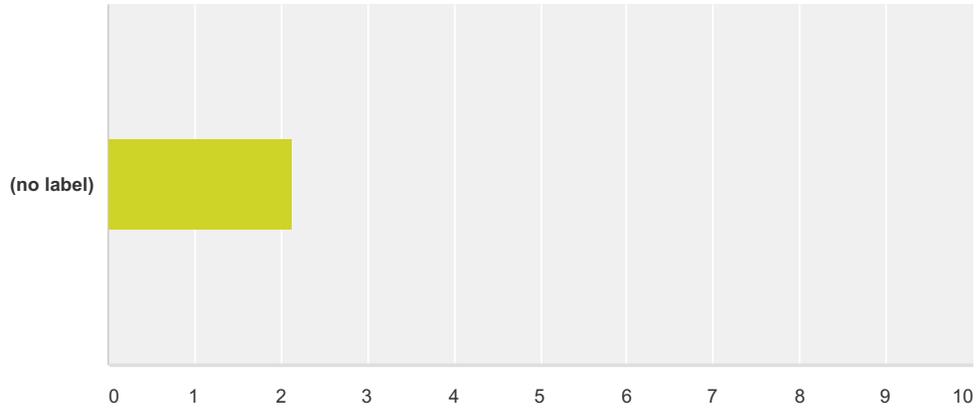
#	Suggested revisions for standards:	Date
1	Return the old social study inquiry standards. They were much more effective in preparing students for college expectations.	12/2/2015 11:06 PM
2	More specific	11/20/2015 11:19 AM
3	The proposed standards are sufficient to push students to achieve higher level learning and critical thinking skills.	11/10/2015 9:25 AM
4	the standards provide for students to use higher level thinking which would make them college/career ready but the current testing format does not provide for these kind of standards.	11/10/2015 9:22 AM
5	Standards are acceptable at the current level with continued input and continued support for college readiness programs and vocational institutions.	11/10/2015 9:21 AM
6	Just make sure that the assessments reflect that direction because right now they don't.	11/10/2015 9:13 AM
7	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:19 AM
8	Again, these topics could be taught in depth or very generally. More specifics are needed within each standard.	11/4/2015 2:20 PM
9	Give us specifics so we can dig deeper.	11/4/2015 2:19 PM
10	You haven't told how they should be taught. I could teach these ideas in a day but that doesn't make someone college ready. How long would you like me to spend on each theme or idea?	11/4/2015 2:16 PM
11	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:15 PM
12	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:39 AM
13	College and/or career are not the same category.	10/27/2015 8:48 AM
14	Not all kids are college bound. Most have very little to do with career readiness. Let's be more realistic	10/27/2015 8:47 AM

HB1490 Work Group - Social Studies 6-12

15	Not for career readiness or IEP students. Need a totally different test for those students. Different track.	10/27/2015 8:46 AM
16	Heavy amount of college ready content strands, however, "career ready" is not addressed enough.	10/27/2015 8:43 AM

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

Answered: 43 Skipped: 207



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	34.88% 15	30.23% 13	23.26% 10	11.63% 5	43	2.12

#	Suggested revisions for standards:	Date
1	Missouri government and constitution?	12/2/2015 9:37 AM
2	None of the key concepts refer to the framework of the U.S. government in order for the students to evaluate, apply and analyze these systems and principals.	12/1/2015 4:58 PM
3	There is a real lack of push for active citizenship in the strand, which is disappointing.	11/28/2015 3:24 PM
4	I think these are fairly vague.	11/21/2015 10:16 AM
5	Requires more identification and analysis of different governmental systems. Very vague.	11/20/2015 2:10 PM
6	More specific	11/20/2015 11:19 AM
7	Yes.	11/10/2015 9:25 AM
8	the breadth is covered very well but we also have to think about the specific testing.	11/10/2015 9:22 AM
9	The standards are accurate and encompass the breadth of the content, but should again be more specific in wording to accommodate the classroom teacher.	11/10/2015 9:21 AM
10	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:19 AM
11	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:15 PM
12	Middle School American History - The number of standards seems to have increased. A pacing guide or prioritized list of standards should be constructed to attempt to cover this in a school year.	11/4/2015 2:07 PM
13	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:39 AM

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

Answered: 26 Skipped: 224

#	Responses	Date
1	The state constitution requires a specific course in Government by 7th grade, however the middle school government standards were not written. While geography is important and I am glad the standards were written for it, it is also significant to follow the constitution.	12/2/2015 11:20 PM
2	American History: Theme 3: Describe the intended and unintended consequences of progressive reforms and government responses to World War I. This is vague. Examples? Socially, politically, economically? Theme 5: Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. This is extremely broad. Examples? Theme 5: Determine the lasting impact of the this period on principles of government including separation of powers, checks and balances, rule of law, judicial review, and limited government. Examples?	12/2/2015 11:06 PM
3	The standards are vague and very general. Specifically what do you want the teacher to teach? Be more specific in the items you will be assessing otherwise this is a giant guessing game. How detailed to we need to teach? We have limited time and assess 6 weeks before the end of the semester.	12/1/2015 11:09 PM
4	There needs to be an added element to the strand that emphasizes active citizenship and participation. This is an essential piece of the social studies that needs to be promoted by the state.	11/28/2015 3:24 PM
5	I believe that adopting this set of proposals would represent a step backward from the CLE's that are already in place for government. They are less specific in detail than what already exists.	11/21/2015 10:16 AM
6	There is no standard over basic Government concepts, vocabulary, democracy and republic, the US Constitution, etc. They are also way to general.	11/20/2015 10:51 AM
7	We really like the new standards that have been created. We think that it does a great job of hitting on the essential components of all the classes.	11/20/2015 9:36 AM
8	T2S2B -- "current issues" wording is unclear since we are teaching ancient cultures T2S2A -- "a place" wording is unclear, do we cover this standard for every ancient civilization or just one T2S2B -- "a place" wording is unclear, do we cover this standard for every ancient civilization or just one T2S3B -- wording of the new standard is unclear, the wording of the old standard 5.C.6 is more understandable	11/18/2015 4:44 PM
9	In my opinion these standards are way to broad and do not significantly guide teachers in what the students will be expected to know. By all means I am for teachers having more flexibility in the classroom but when teachers are going to be evaluated and held accountable for standardized test scores it is important to give a clear picture of student expectations.	11/17/2015 9:48 AM
10	MS World Geography - Strand 2, A: I feel this one is too broad and could be broken down a bit more. Maybe divided up into additional standards. MS World History - Strand 2, A: I'm not sure that middle school students could master this large amount of information. Seems like so much.	11/13/2015 1:47 PM
11	Overall, the standards are fine. There are just some vague areas that need more explanation and direction.	11/13/2015 10:52 AM
12	The word "understand" is difficult to assess.	11/13/2015 10:30 AM
13	I am glad to see that government has its own standards and that we are no longer lumped in together with Language Arts. I am glad to see that a citizen's personal responsibility is part of the standards. I also like the fact that having political differences are worked into the standards. I also feel that we need to get as far away from common core as possible.	11/11/2015 2:04 PM
14	Overall the proposed standards allow teachers more flexibility in their own classroom, which is a good thing. If we continue to evaluate students on state standardized testing, the standards are far too vague.	11/10/2015 9:25 AM
15	if state testing continues at this level more specific standards are needed.	11/10/2015 9:22 AM
16	As previously stated, if state standardized testing continues at the current methodology, more specific teaching objectives must be included in proposed standards.	11/10/2015 9:21 AM
17	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:52 AM

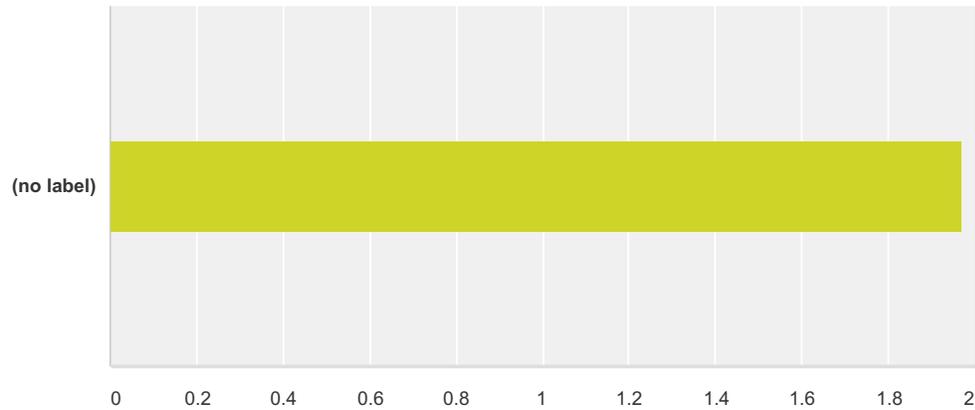
## HB1490 Work Group - Social Studies 6-12

18	Do not change current standards. Current standards are well done and specific enough to be very helpful for teachers (old and new) in ordering instruction and pacing.	11/5/2015 8:19 AM
19	Overall, this survey is also too vague to cover the topic intended. This is written across all of social studies, instead of each discipline. By making this survey incredibly broad it makes it more difficult to provide accurate feedback.	11/4/2015 2:20 PM
20	I think we need to be provided with a pacing guide to better understand the importance you place on each standard.	11/4/2015 2:16 PM
21	Current standards are very specific which make them helpful for directing teachers (old and new) for instruction	11/4/2015 2:15 PM
22	Where are the middle school government standards? Did the work group decide not to develop something that is constitutionally required? If so, I believe it was their responsibility to develop the standards, not leave it to individual districts.	11/2/2015 2:23 PM
23	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:39 AM
24	The SS standards are wide and very broad and encompassing-It's not feasible to core all of the accurately and with any depth and expect student retention. As educators how to we pick and choose and emphasizing	10/27/2015 8:47 AM
25	Needs revision and needs to be practical. Are students really need to know all of this in order to be successful in life? History is supposed to be a subject to come alongside students and use as a reference point in their daily lives. Too much academia and not enough practicality.	10/27/2015 8:46 AM
26	The strands are very encompassing; however, this is very heavy on college ready material as well as rigorous amount to test over for one end of the year exam.	10/27/2015 8:43 AM

Geographical Study

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

Answered: 34 Skipped: 216



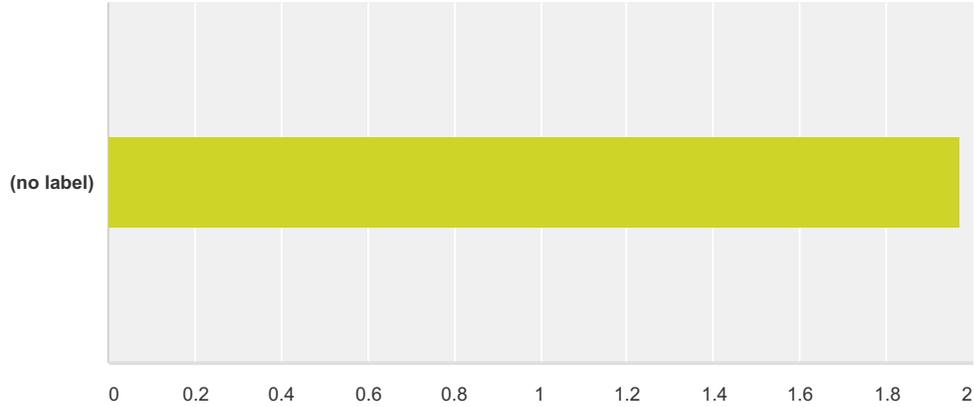
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	47.06% 16	17.65% 6	26.47% 9	8.82% 3	34	1.97

#	Suggested revisions for standards:	Date
1	Geographical study should be mandatory for all middle school students so that they have a basic understanding where regions, states, countries, continents are located. There are far to many 7th and 8th grade students in Missouri that can not locate Missouri on a map.	11/30/2015 2:57 PM
2	Not every school offers geography as a course and it will be difficult to hold teachers accountable for maps and geographic placements when there isn't a class offered to do so.	11/30/2015 2:08 PM
3	Add back latitude and longitude	11/20/2015 11:21 AM
4	We feel that we need a standard over students being able to identify the 7 continents, the oceans, major countries, major physical features, etc. Students come to us not knowing most of this. We also feel like these standards proposed are not specific enough.	11/20/2015 10:52 AM
5	The standards seem to be developmentally appropriate.	11/19/2015 4:43 PM
6	The Geography Standards are missing an important component of Geography - Physical Features, such as different types of landforms & water bodies,	11/19/2015 2:13 PM
7	There is no standard that address physical features in the Geography standards. I feel that is an important part of studying geography.	11/19/2015 2:07 PM
8	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:20 AM
9	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:29 PM
10	these standards are too vague and have completely left out important vocabulary terms need a pacing guide to show emphasis of time spent on each	11/4/2015 2:02 PM
11	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:43 AM

Geographical Study

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

Answered: 34 Skipped: 216



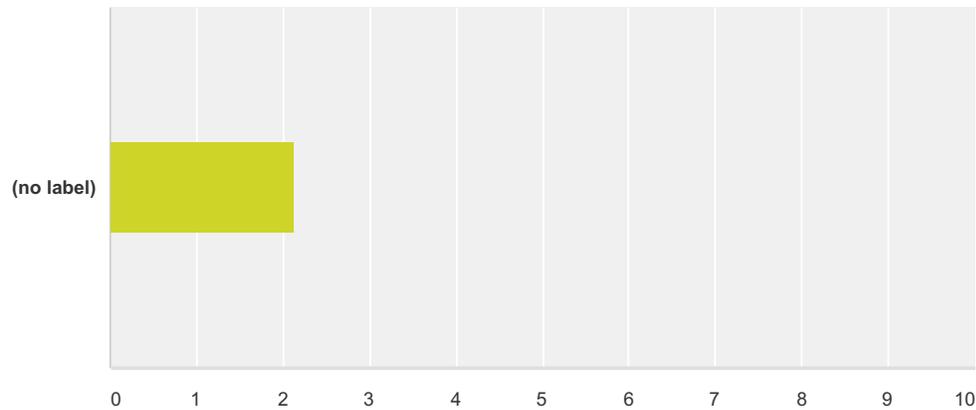
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	41.18% 14	29.41% 10	20.59% 7	8.82% 3	34	1.97

#	Suggested revisions for standards:	Date
1	It would appear that the three different courses, ie. World Geography, American History, and World History would each be assigned to a particular grade. ie 6th grade would cover World Geography, 7th grade would cover American History, and 8th grade would cover World History. World History should not come before American History.	11/19/2015 4:43 PM
2	Geography needs a standard related to physical characteristics. Currently the two closest standards are found in the Geographical Study column: A. Describe how physical processes shape the environment of a place. B. Describe a variety of ecosystems, and explain where they may be found. The added standard should read something like: Describe the physical characteristics found in a place.	11/19/2015 2:09 PM
3	There is no standard that address physical features in the Geography standards. I feel that is an important part of studying geography.	11/19/2015 2:07 PM
4	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:20 AM
5	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:29 PM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:43 AM

Geographical Study

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

Answered: 32 Skipped: 218



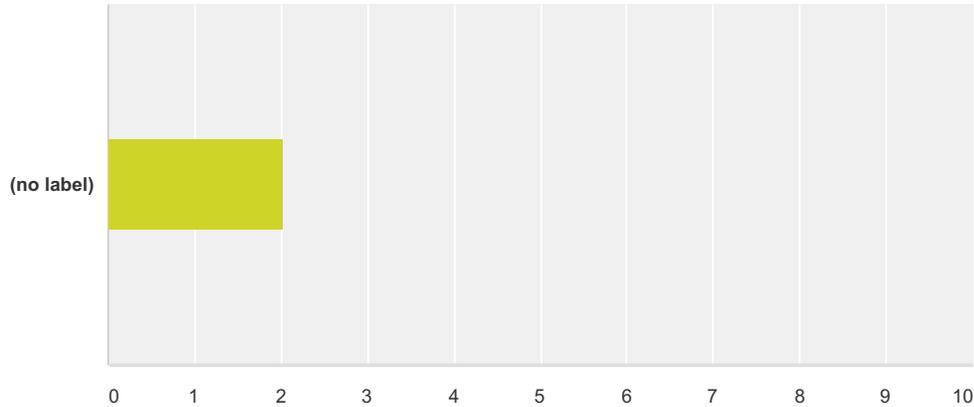
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	34.38% 11	28.13% 9	28.13% 9	9.38% 3	32	2.13

#	Suggested revisions for standards:	Date
1	Rigor is difficult to assess given the general nature of the standards.	11/28/2015 3:30 PM
2	The standards appear to purposely be written in broad terms. I think it is still important to include some specific expectations where they show the knowledge level of understanding of specific places Key Concepts and Understandings T2S3B (5.C.5 through 5.B.8). I feel there needs to be a level of mastery of these specifics though it does not have to be taught in a rote, memorization, type method. Also Key Concepts and Understandings T2S5A (5.C.5, 5.F.6 and 5.F.7) should also include specifics. Disciplinary Tools T1S4A (5.1.6) should include historical examples for clarity. Will there be another document that offers suggestions of specifics to cover similar to the way the old GLES were? My concern is that a new teacher would not realize the need to cover specific knowledge levels. I appreciate how broad the standards are written in general, I just think some specific concepts need to be included as target bases of knowledge that all students should master by this grade level.	11/19/2015 4:43 PM
3	I wonder if there should be mention of the 5 themes of geography here-indicated which is to be addressed to give the teacher more direction and to allow for scaffolding of geography skills	11/12/2015 1:23 PM
4	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:20 AM
5	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:29 PM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:43 AM
7	Too much-are students even getting anything? If we could narrow down and concentrate on several "key" areas	10/27/2015 8:49 AM
8	Too much thrown at students. Narrow the focus.	10/27/2015 8:47 AM
9	Far too encompassing of material at high school level, however, middle school is appropriate.	10/27/2015 8:44 AM

Geographical Study

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

Answered: 33 Skipped: 217



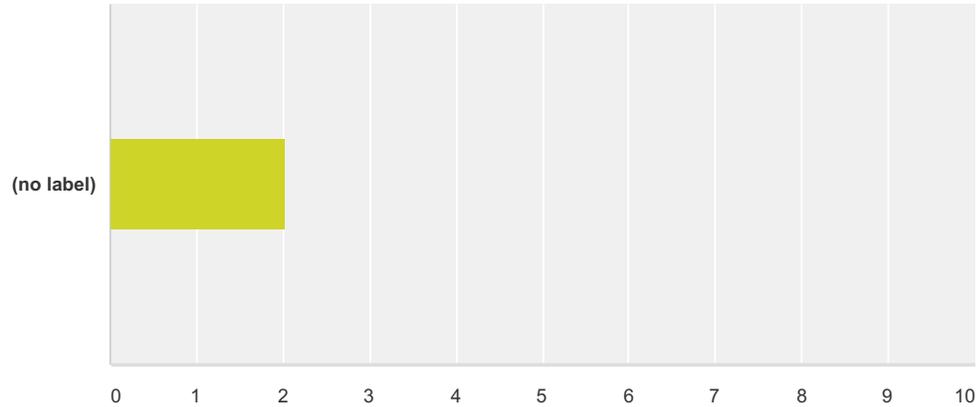
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	42.42% 14	21.21% 7	27.27% 9	9.09% 3	33	2.03

#	Suggested revisions for standards:	Date
1	Examples of acceptable assessment should be provided for both classroom and also on state assessment.	11/19/2015 4:43 PM
2	It is unclear about how this could be assessed at the state level. Is there to be mapping, graphing, explanation or understanding of place or region? This is should be made more transparent. A more specific list of possible resources could help with this.	11/12/2015 1:23 PM
3	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:20 AM
4	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:29 PM
5	Middle School American History-The standard has become more vague to allow for more autonomy, but direction about what might specifically be tested on a state assessment is lacking.	11/4/2015 2:09 PM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:43 AM
7	Too much to cover and expect retention. It's a one and done...after the test we move on and students don't remember or retain	10/27/2015 8:49 AM
8	Still too much to cover. Reduce the amount of information that students need.	10/27/2015 8:47 AM
9	Too much information to assess accurately with one EOC/MAP test.	10/27/2015 8:44 AM

Geographical Study

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

Answered: 32 Skipped: 218



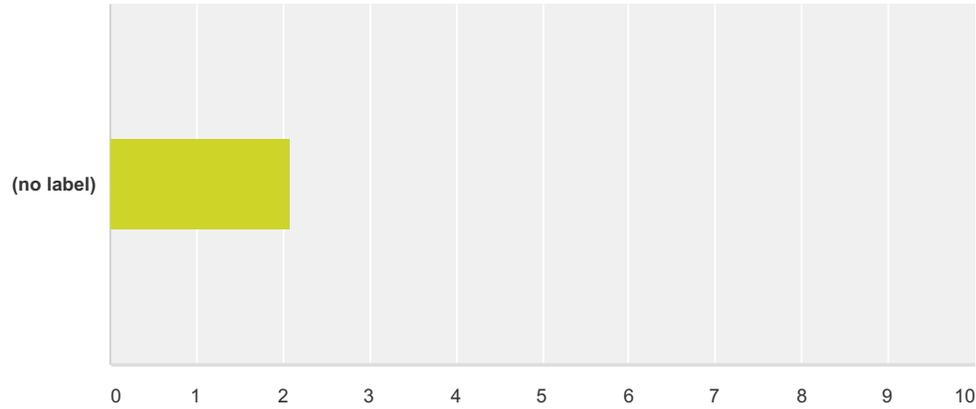
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	40.63% 13	25.00% 8	25.00% 8	9.38% 3	32	2.03

#	Suggested revisions for standards:	Date
1	The standards appear to purposely be written in broad terms. I think it is still important to include some specific expectations where they show the knowledge level of understanding of specific places Key Concepts and Understandings T2S3B (5.C.5 through 5.B.8). I feel there needs to be a level of mastery of these specifics though it does not have to be taught in a rote, memorization, type method. Also Key Concepts and Understandings T2S5A (5.C.5, 5.F.6 and 5.F.7) should also include specifics. Disciplinary Tools T1S4A (5.1.6) should include historical examples for clarity. Will there be another document that offers suggestions of specifics to cover similar to the way the old GLES were? My concern is that a new teacher would not realize the need to cover specific knowledge levels. I appreciate how broad the standards are written in general, I just think some specific concepts need to be included as target bases of knowledge that all students should master by this grade level.	11/19/2015 4:43 PM
2	T1S3A is a little confusing. I would have a hard time explaining that to parents.	11/18/2015 4:04 PM
3	Again, what geography skills should be highlighted in each theme?	11/12/2015 1:23 PM
4	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:20 AM
5	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:29 PM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:43 AM
7	Not all kids are college bound. Most have very little to do with career readiness. Let's be more realistic	10/27/2015 8:49 AM
8	Hard to explain to parents and stakeholders.	10/27/2015 8:47 AM
9	Will need some clarity on verbiage, should use more "common" language.	10/27/2015 8:44 AM

Geographical Study

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

Answered: 32 Skipped: 218



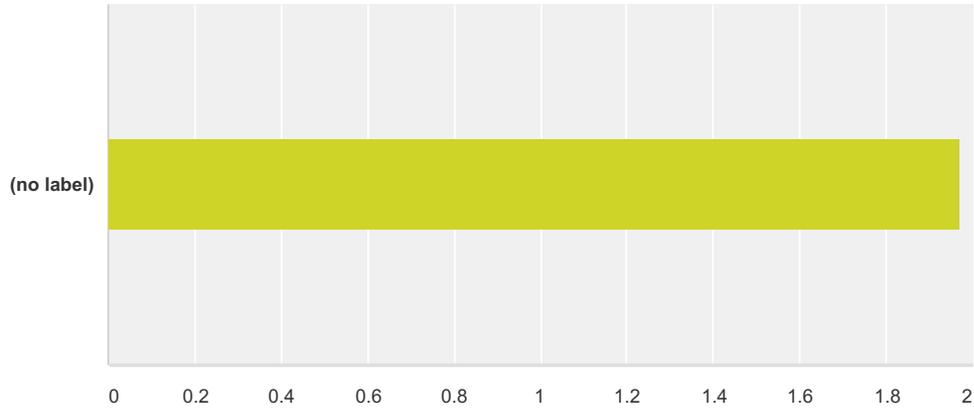
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	43.75% 14	12.50% 4	34.38% 11	9.38% 3	32	2.09

#	Suggested revisions for standards:	Date
1	Need intensive geographical study in early middle school years to prepare for later college prep and career readiness	11/30/2015 2:57 PM
2	It looks very brief.	11/19/2015 2:13 PM
3	There is no standard that address physical features in the Geography standards. I feel that is an important part of studying geography.	11/19/2015 2:07 PM
4	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:20 AM
5	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:29 PM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:43 AM
7	Not all kids are college bound. Most have very little to do with career readiness. Let's be more realistic	10/27/2015 8:49 AM
8	Not for career readiness or IEP students. Need a totally different test for those students. Different track.	10/27/2015 8:47 AM
9	Heavy amount of college ready content strands, however, "career ready" is not addressed enough.	10/27/2015 8:44 AM

Geographical Study

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

Answered: 32 Skipped: 218



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	43.75% 14	21.88% 7	28.13% 9	6.25% 2	32	1.97

#	Suggested revisions for standards:	Date
1	Yes with recommended changes to other areas.	11/19/2015 4:43 PM
2	See comments for Question 1	11/19/2015 2:13 PM
3	Geography needs a standard related to physical characteristics. Currently the two closest standards are found in the Geographical Study column: A. Describe how physical processes shape the environment of a place. B. Describe a variety of ecosystems, and explain where they may be found. The added standard should read something like: Describe the physical characteristics found in a place.	11/19/2015 2:09 PM
4	There is no standard that address physical features in the Geography standards. I feel that is an important part of studying geography.	11/19/2015 2:07 PM
5	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:20 AM
6	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:29 PM
7	Middle School American History - The number of standards seems to have increased. A pacing guide or prioritized list of standards should be constructed to attempt to cover this in a school year. Theme 2 A - How many and which Native American cultures should be studied to complete this standard?	11/4/2015 2:09 PM
8	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:43 AM

Geographical Study

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

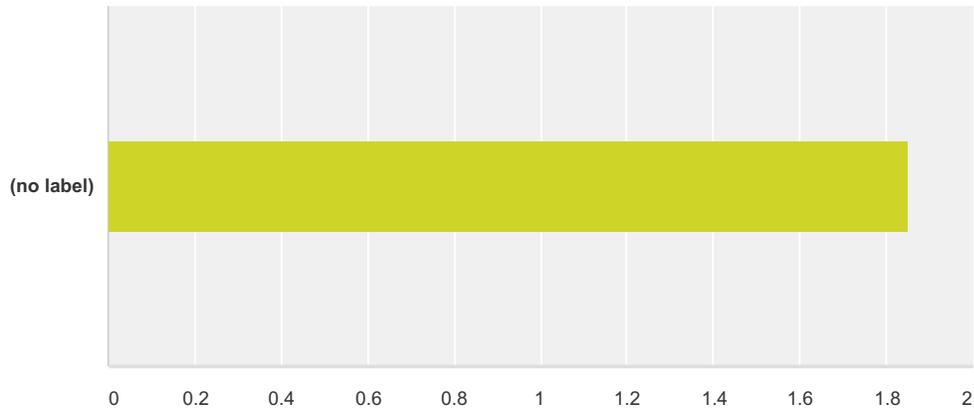
Answered: 17 Skipped: 233

#	Responses	Date
1	American History: Theme 5: Evaluate the causes and consequences of demographic shifts and internal migrations. Vague. Examples? Theme 5: Explain how the physical and human characteristics of places determine their influence on or importance to cold-war events. Vague. Examples?	12/2/2015 11:07 PM
2	How in depth do we need to teach? A list of terminology would be helpful. The primary and secondary sources are nice but they do not give the instructor direction on what you will be assessing. We know that assessment is not everything, but that is how you determine AYP. Therefore it would be helpful to have more detailed instructions.	12/1/2015 11:14 PM
3	Not every school offers geography as a course and it will be difficult to hold teachers accountable for maps and geographic placements when there isn't a class offered to do so.	11/30/2015 2:08 PM
4	There was content included here that would be better addressed in a physical science class.	11/30/2015 9:38 AM
5	A concern is that specific geographical knowledge has not been a staple in social studies for some time. In systems which have consistently emphasized ELA and math, there will be issues with adding this de-emphasized area into a crowded curriculum.	11/28/2015 3:30 PM
6	Geography is the Middle School students weakest subject-they need to start with basics such as the five themes including Latitude and Longitude	11/20/2015 11:21 AM
7	We really like the new standards that have been created. We think that it does a great job of hitting on the essential components of all the classes.	11/20/2015 9:37 AM
8	I really like the layout and grid of the new standards. The layout is more clear and concise. My real recommendation is that the standards not become too broad, but that some specifics, as outlined above, are included. Perhaps under the "Possible Sources of Study" another line could be added "Concepts for Mastery" that would include some specifics such as the following: Locate cities, states, countries, continents, oceans. My concern is that without this students might lack the basic understanding of basic locations to build future study. Small typo - Disciplinary Tools 5. People, Groups, and Cultures - Both need to have letter A. for first concept and B. for the second. Great work!	11/19/2015 4:43 PM
9	The Disciplinary Tool for this strand is way too broad and would benefit from being more specific.	11/13/2015 1:14 PM
10	The problem that I see is not in the standards themselves, but in the way they are organized. They would be much easier if they were broken down by grade level like the K-5 standards. For example, we have K-6, 7-8, and 9-12 buildings. The standards simply say middle school. If they were organized like the 6-12 math standards, I think it would help. Currently, a district set up like ours would have to take time to sit down and determine which grade level would teach which standards. If a school does not have a curriculum director, that makes it very difficult to organize. Note: This is not specifically about the geographical study; just all standards.	11/6/2015 1:42 PM
11	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:52 AM
12	Do not change current standards. Current standards are well written and specific enough to be very helpful for teachers when setting up instruction and pacing.	11/5/2015 8:20 AM
13	Current standards are very specific and very helpful for planning instruction. Do not change them.	11/4/2015 2:29 PM
14	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:43 AM
15	The SS standards are wide and very broad and encompassing-It's not feasible to core all of the accurately and with any depth and expect student retention. As educators how to we pick and choose and emphasizing	10/27/2015 8:49 AM
16	Needs revision and needs to be practical. Are students really need to know all of this in order to be successful in life? History is supposed to be a subject to come alongside students and use as a reference point in their daily lives. Too much academia and not enough practicality.	10/27/2015 8:47 AM
17	The strands are very encompassing; however, this is very heavy on college ready material as well as rigorous amount to test over for one end of the year exam.	10/27/2015 8:44 AM

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

Economic Concepts

Answered: 26 Skipped: 224



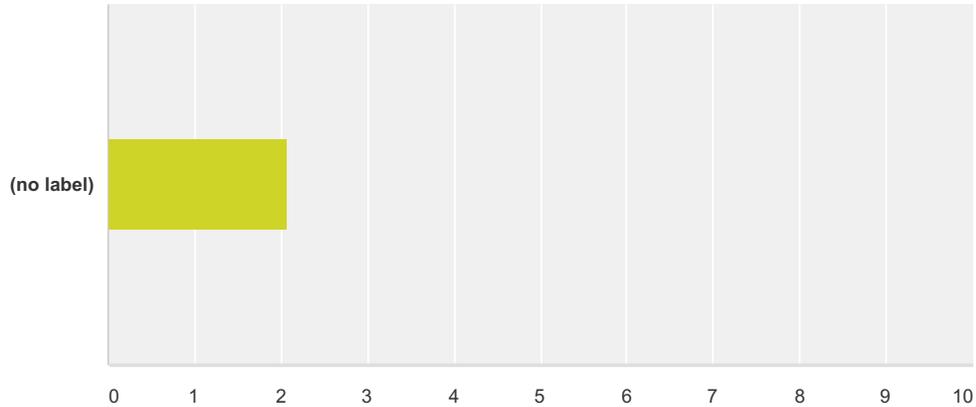
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	50.00% 13	23.08% 6	19.23% 5	7.69% 2	26	1.85

#	Suggested revisions for standards:	Date
1	The standards are wholly inappropriate for grades 9-12. The simple standards listed are middle school economic concepts. Economic standards for high school must focus on the world of today and tomorrow and include a broad cross section of topics to properly orient students. Standards must cover concepts of economics, business, marketing, accounting, entrepreneurship, and finance.	11/27/2015 6:16 PM
2	I would like more specifics about what we should actually be teaching. These are really general. I would also like to include a standard with more of the basic vocabulary of economic concepts, like supply and demand, capital resources, human resources, etc.	11/20/2015 11:30 AM
3	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:32 AM
4	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:30 PM
5	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:44 AM

Economic Concepts

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

Answered: 27 Skipped: 223



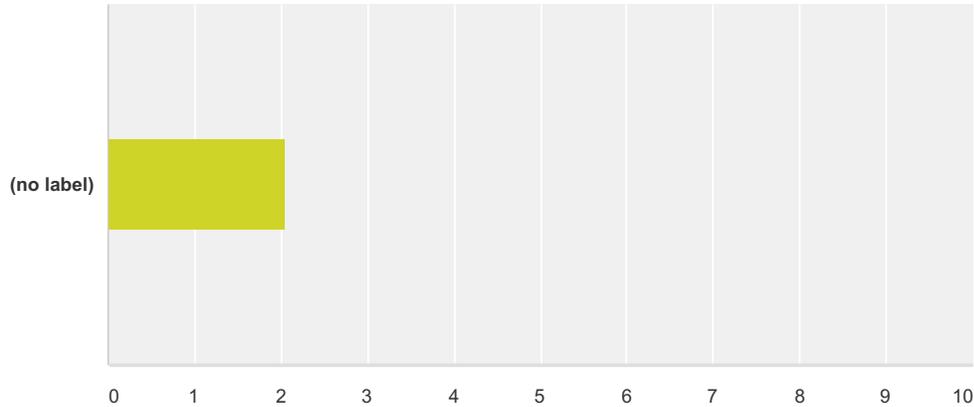
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	33.33% 9	33.33% 9	25.93% 7	7.41% 2	27	2.07

#	Suggested revisions for standards:	Date
1	There is no path through the grade levels presented. An economic curriculum map has not been produced. It MUST be included and separate from Government, History, and Social Studies. It must include a detailed curriculum map for secondary school including technology, finance, business, marketing, economics, entrepreneurship, and business law.	11/27/2015 6:16 PM
2	There is too much emphasis on the "standardization" of measures. It shows up in multiple places within the frame. From the current MLS, I would not have come up with "standardization" of measures.	11/20/2015 2:02 PM
3	A. Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution. Why are the Articles of Confederation mentioned here AGAIN?!? This is not relevant to this course as a MAIN focus of study.	11/18/2015 4:22 PM
4	This standard seems to jump around a bit. Perhaps the key ideas could be taught in the early units, Reconstruction Era through the Depression Era students can build on basic concepts and historical events. As they build upon their economic understanding they can apply more of their understanding of how the economy functions. I think it is imperative that we include economics through this course as it is a significant part of our modern world. Students should be able to at - the very least - outline how we went from being and agricultural nation to a post industrial power using vocabulary and philosophies.	11/12/2015 1:31 PM
5	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:32 AM
6	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:30 PM
7	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:44 AM

Economic Concepts

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

Answered: 26 Skipped: 224

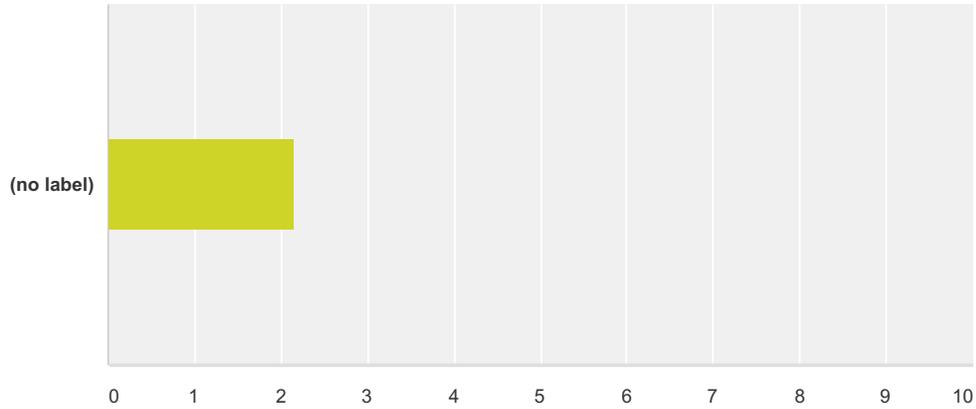


	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	34.62% 9	34.62% 9	23.08% 6	7.69% 2	26	2.04

#	Suggested revisions for standards:	Date
1	Rigor is difficult to assess given the general nature of the strand.	11/28/2015 3:34 PM
2	The standards do NOT set a path nor do they include rigor. Economic standards must include topics of economics, business, marketing, finance, entrepreneurship, technology, and accounting. Professionals from the fields of business, marketing, and economics must be involved in developing this curriculum map. Everything important is currently missing.	11/27/2015 6:16 PM
3	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:32 AM
4	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:30 PM
5	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:44 AM
6	Too much-are students even getting anything? If we could narrow down and concentrate on several "key" areas	10/27/2015 8:51 AM
7	Too much thrown at students. Narrow the focus.	10/27/2015 8:49 AM
8	Far too encompassing of material at high school level, however, middle school is appropriate	10/27/2015 8:45 AM

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

Answered: 26 Skipped: 224

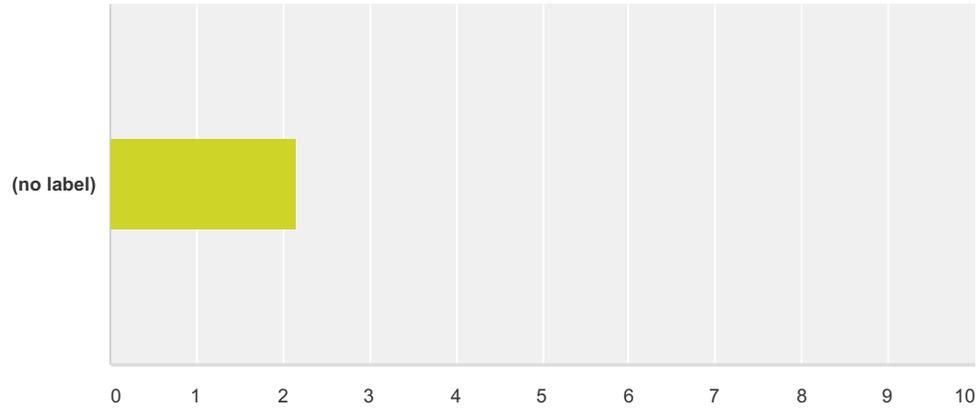


	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	30.77% 8	30.77% 8	30.77% 8	7.69% 2	26	2.15

#	Suggested revisions for standards:	Date
1	These standards and assessments must be completely rewritten to include legitimate contemporary economic, business, and finance material. This is missing from annual tests, so districts to not attempt to teach it. The annual tests need to include real-world concepts of economics, business, marketing, entrepreneurship, and finance.	11/27/2015 6:16 PM
2	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:32 AM
3	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:30 PM
4	Middle School American History-The standard has become more vague to allow for more autonomy, but direction about what might specifically be tested on a state assessment is lacking.	11/4/2015 2:10 PM
5	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:44 AM
6	Too much to cover and expect retention. It's a one and done...after the test we move on and students don't remember or retain	10/27/2015 8:51 AM
7	Still too much to cover. Reduce the amount of information that students need.	10/27/2015 8:49 AM
8	Too much information to assess accurately with one EOC/MAP test.	10/27/2015 8:45 AM

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

Answered: 26 Skipped: 224



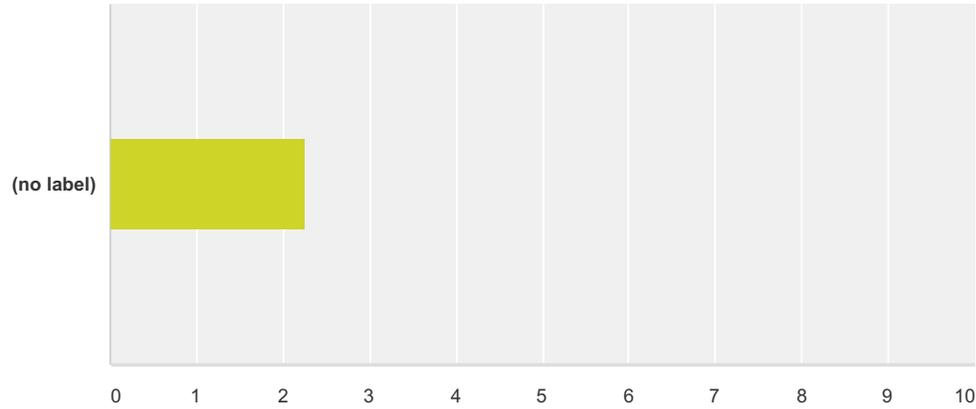
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	26.92% 7	38.46% 10	26.92% 7	7.69% 2	26	2.15

#	Suggested revisions for standards:	Date
1	Standards would benefit from more examples.	11/30/2015 9:39 AM
2	The standards include historical and government-slanted myopic views of economics - not economic reality. They do not focus on real issues that parents and stakeholders and students need to know. They Must be re-written to experts knowledgeable in principles of economics, business, marketing, entrepreneurship, and finance.	11/27/2015 6:16 PM
3	64A should be reworded to indicate what specifically needs to be addressed.	11/12/2015 1:31 PM
4	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:32 AM
5	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:30 PM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:44 AM
7	I think educators understand but parents/stakeholders would not always understand	10/27/2015 8:51 AM
8	Hard to explain to parents and stakeholders.	10/27/2015 8:49 AM
9	Will need some clarity on verbiage, should use more "common" language.	10/27/2015 8:45 AM

Economic Concepts

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

Answered: 27 Skipped: 223

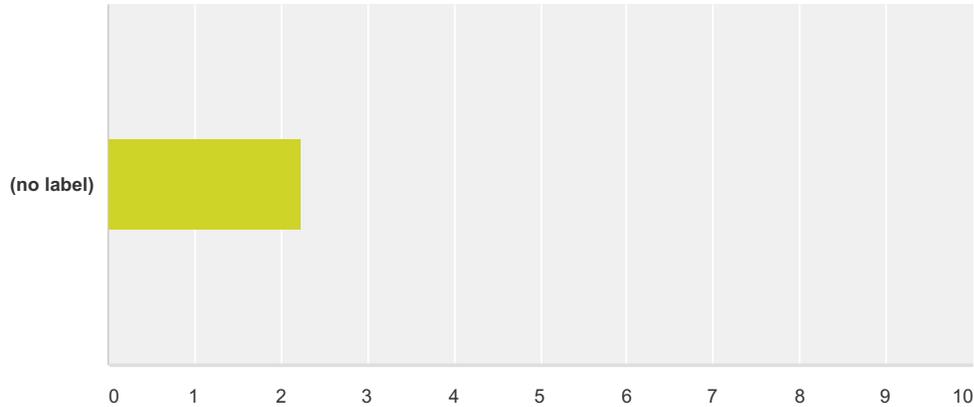


	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	25.93% 7	29.63% 8	37.04% 10	7.41% 2	27	2.26

#	Suggested revisions for standards:	Date
1	There is NO content that prepares a student for college and career readiness represented in the standards. They MUST be rewritten to give students an idea of what concepts and entities exist in the economic spectrum of today and tomorrow. They need to include preparatory classes in economics, finance, business, marketing, and accounting.	11/27/2015 6:16 PM
2	Students need to be introduced to the causes for European domination in the Middle-Early Modern time periods due to access to important resources- domesticated animals and crops.	11/19/2015 12:09 PM
3	See above	11/12/2015 1:31 PM
4	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:32 AM
5	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:30 PM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:44 AM
7	Not all kids are college bound. Most have very little to do with career readiness. Let's be more realistic	10/27/2015 8:51 AM
8	Not for career readiness or IEP students. Need a totally different test for those students. Different track.	10/27/2015 8:49 AM
9	Heavy amount of college ready content strands, however, "career ready" is not addressed enough.	10/27/2015 8:45 AM

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

Answered: 26 Skipped: 224



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	26.92% 7	30.77% 8	34.62% 9	7.69% 2	26	2.23

#	Suggested revisions for standards:	Date
1	Appropriate vertical articulation will be an important element in making this function for all.	11/28/2015 3:34 PM
2	The standards are not accurate and they do not address the breadth of the content. Economics, business, marketing, finance, careers, technology, accounting, and law issues cannot be covered by a few simplistic questions on a Social Studies or Government test. Economics concepts need to be taught by a dedicated Economics, Business, & Finance department separate from Social Studies. The curriculum map needs to be constructed by Economics professionals so to address areas that need to be mastered by our high school students. These standards must be testable on state assessments so that districts attempt to teach economics and business matters.	11/27/2015 6:16 PM
3	The only difference between T3S4C and T4S4C is that one includes the word "continued" and the other one doesn't. Please assign a specific time period for each of the standards. There is no difference between T4S4B and T5S4A.	11/13/2015 1:22 PM
4	There is too much economics information needing to be taught in the new standards for government. Monetary policies and taxation and such are important when discussing government, but this area is asking for too much Economics.	11/13/2015 1:11 PM
5	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:32 AM
6	current standards, that are very specific, are acceptable. Do not change	11/4/2015 2:30 PM
7	Middle School American History - The number of standards seems to have increased. A pacing guide or prioritized list of standards should be constructed to attempt to cover this in a school year.	11/4/2015 2:10 PM
8	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:44 AM

Economic Concepts

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

Answered: 19 Skipped: 231

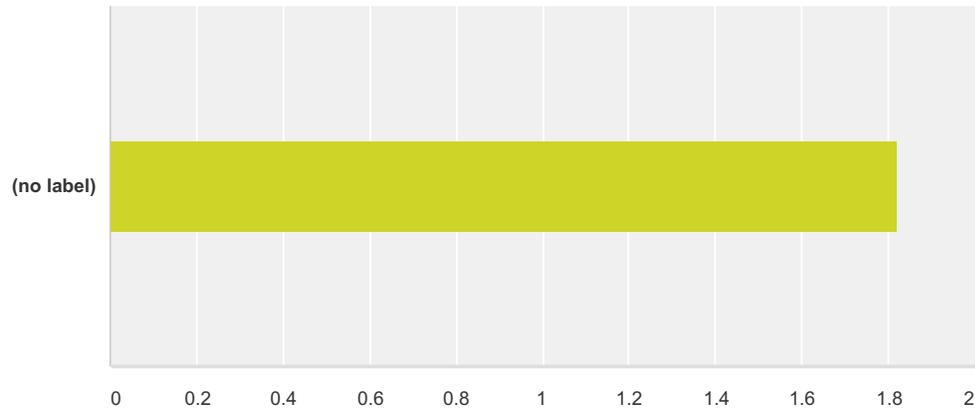
#	Responses	Date
1	American History: Theme 2: Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions. What does this mean? Examples? Theme 3: Trace the changing relationship between government and business through economic regulation and deregulation. What does this mean? Theme 4: Why is the term New Deal never used? Theme 4: Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity. I question the wording of this. To me it is possibly biased. Why can't we focus on "Describe and Evaluate" the New Deal (or the government response to the Great Depression if we can't specifically name it)? Theme 5: Trace the developing complexities of the American economy in the second half of the twentieth century. Examples? Theme 5: Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. I question the wording of this. To me it is possibly biased. Why can't we focus on "Describe and Evaluate" the Great Society?	12/2/2015 11:10 PM
2	Include the basic terminology you want to be addressed in the various strands. This will clarify the expectations.	12/1/2015 11:19 PM
3	It is good to see this included, but like other strands, there is concern about ensuring that information is built upon over time, not merely repeated.	11/28/2015 3:34 PM
4	Economics concepts are not being taught because there are no real standards that require it. Rigorous business and economics standards must be developed separate from social studies to create an obligation for districts to teach financial issues. These economic standards must be tested and evaluated just like science, government, or history. They are not inclusive to social studies. That fallacy creates an illusion that business/marketing/economics teachers are not needed in districts. We must prepare our students to understand the economic world coherently. That is not being accomplished with the current or proposed standards.	11/27/2015 6:16 PM
5	Why is there such a push for standardization? The standards are very broad, which could lead to gaps depending on school district.	11/20/2015 2:00 PM
6	Overall, these are simply too general.	11/20/2015 11:30 AM
7	Do not eliminate specific content terms.	11/20/2015 11:22 AM
8	We really like the new standards that have been created. We think that it does a great job of hitting on the essential components of all the classes.	11/20/2015 9:37 AM
9	T1S4A -- wording is unclear, wording on old standard 5.1.6 is more understandable T2S4A -- wording is unclear	11/18/2015 4:47 PM
10	MS World Geography Strand 4, D: Perhaps add examples of which economic systems you want us to cover (i.e. capitalism, communism, etc.).	11/13/2015 1:50 PM
11	The Disciplinary Tool for this strand is way too broad and would benefit from being more specific.	11/13/2015 1:11 PM
12	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
13	Do not change from current standards. The current standards are very specific and give good structure for teachers when setting up instruction.	11/5/2015 8:32 AM
14	Current standards are very specific and very helpful to teachers in planning instruction. Do not change them	11/4/2015 2:30 PM
15	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:44 AM
16	Using the term human capital instead of human resources, I think, is going to confuse the kids on an already difficult subject. It's going to be even easier for them to mix up the terms than now.	11/2/2015 8:51 AM
17	The SS standards are wide and very broad and encompassing-It's not feasible to core all of the accurately and with any depth and expect student retention. As educators how to we pick and choose and emphasizing	10/27/2015 8:51 AM

## HB1490 Work Group - Social Studies 6-12

18	Needs revision and needs to be practical. Are students really need to know all of this in order to be successful in life? History is supposed to be a subject to come alongside students and use as a reference point in their daily lives. Too much academia and not enough practicality.	10/27/2015 8:49 AM
19	The strands are very encompassing; however, this is very heavy on college ready material as well as rigorous amount to test over for one end of the year exam.	10/27/2015 8:45 AM

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

Answered: 28 Skipped: 222

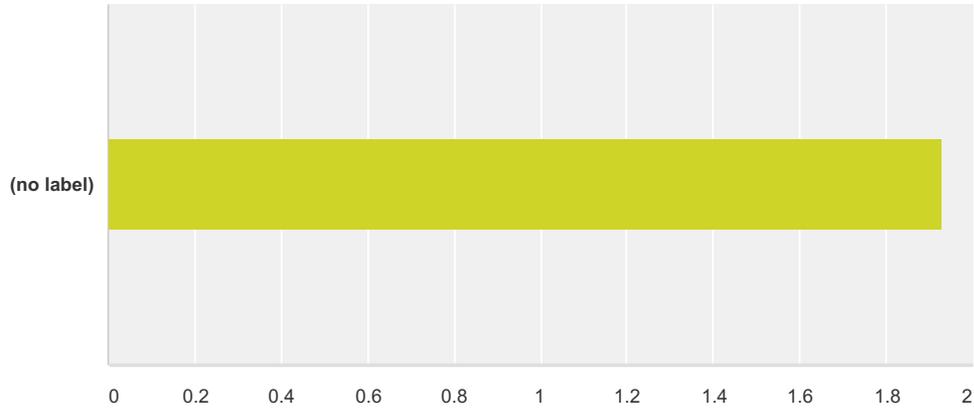


	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	42.86% 12	35.71% 10	17.86% 5	3.57% 1	28	1.82

#	Suggested revisions for standards:	Date
1	There is too much content to cover to make them developmentally appropriate as they are. I suggest the following changes: In Theme 3 Classical civilizations Foundations of Representative Government, I think it is too much content to include China again. I think China should remain in Theme 2 only In Theme 4: Middle Ages - Regional Interconnectedness and Conflict, I think Mesoamerican civilizations should be taken out as it is too much to cover in this one theme	11/23/2015 10:15 AM
2	I would still like more specifics about exactly what I am supposed to be teaching. Which culture should I focus on? Which religion's should I analyze?	11/20/2015 11:32 AM
3	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
4	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:35 AM
5	Due to the new additional information, it would be extremely helpful if the state could provide some kind of pacing guide or preference, so that the average classroom teacher would know how long to spend teaching the new and existing objectives.	11/4/2015 2:15 PM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:45 AM

People, Groups, and Cultures **Q40 The standards in this strand follow a coherent path through and across all grade levels.**

Answered: 28 Skipped: 222



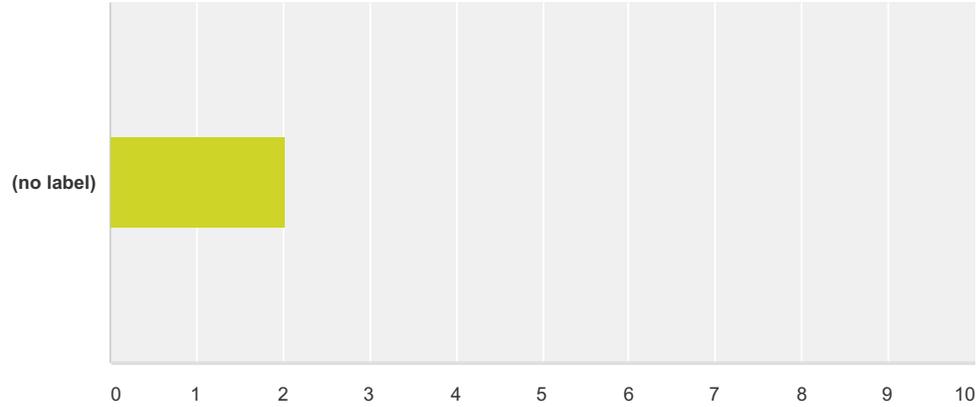
	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	32.14% 9	46.43% 13	17.86% 5	3.57% 1	28	1.93

#	Suggested revisions for standards:	Date
1	I think that World History should be in seventh grade and World Geography and cultures in sixth grade, then it will flow well.	11/23/2015 10:15 AM
2	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
3	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:35 AM
4	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:45 AM

People, Groups, and Cultures

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

Answered: 29 Skipped: 221

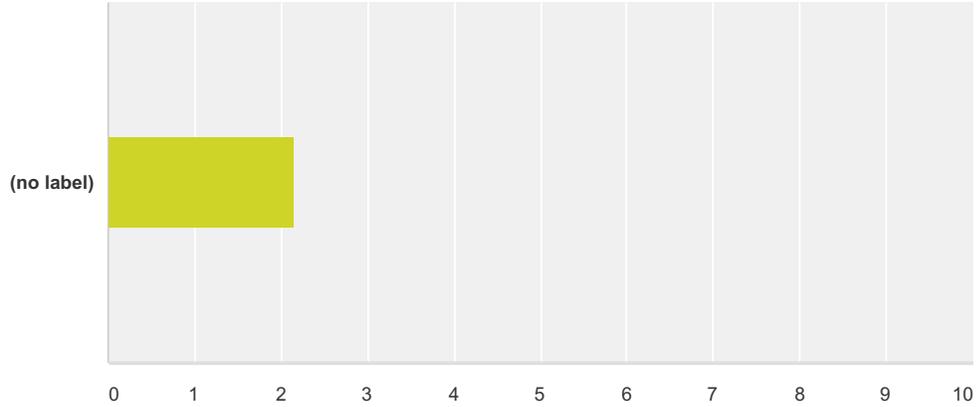


	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	31.03% 9	37.93% 11	27.59% 8	3.45% 1	29	2.03

#	Suggested revisions for standards:	Date
1	Rigor is difficult to judge given the general nature of the strand.	11/28/2015 3:39 PM
2	I would like to see more specific language that encourages the use of primary sources.	11/23/2015 1:55 PM
3	I think they are very good	11/23/2015 10:15 AM
4	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
5	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:35 AM
6	There is distinct lack of standardized vocabulary given for each these strand	11/4/2015 2:15 PM
7	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:45 AM
8	Too much-are students even getting anything? If we could narrow down and concentrate on several "key" areas	10/27/2015 8:53 AM
9	Too much thrown at students. Narrow the focus.	10/27/2015 8:50 AM
10	Too much information to assess accurately with one EOC/MAP test.	10/27/2015 8:46 AM

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

Answered: 29 Skipped: 221

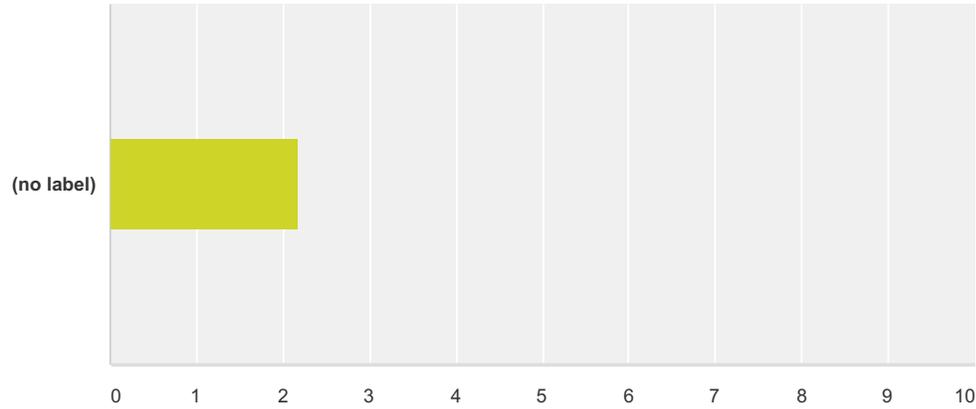


	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	31.03% 9	27.59% 8	37.93% 11	3.45% 1	29	2.14

#	Suggested revisions for standards:	Date
1	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
2	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:35 AM
3	These new standards can be assessed only what is needed to be assessed is actually stated	11/4/2015 2:15 PM
4	Middle School American History-The standard has become more vague to allow for more autonomy, but direction about what might specifically be tested on a state assessment is lacking.	11/4/2015 2:11 PM
5	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:45 AM
6	Too much to cover and expect retention. It's a one and done...after the test we move on and students don't remember or retain	10/27/2015 8:53 AM
7	Still too much to cover. Reduce the amount of information that students need.	10/27/2015 8:50 AM
8	Far too encompassing of material at high school level, however, middle school is appropriate.	10/27/2015 8:46 AM

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

Answered: 29 Skipped: 221

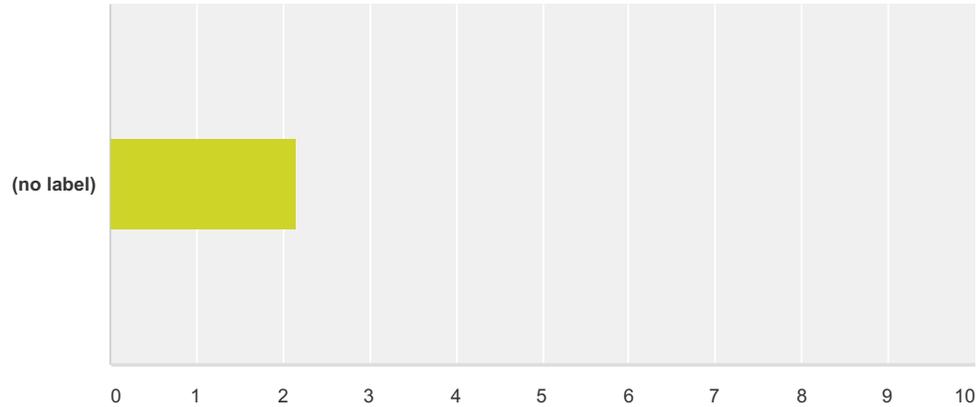


	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	24.14% 7	37.93% 11	34.48% 10	3.45% 1	29	2.17

#	Suggested revisions for standards:	Date
1	Some strands are redundant with others and might be difficult for parents to understand the phrasing.	12/1/2015 5:02 PM
2	Please split up T4S5D into two different standards. One should read: "Describe the culture and accomplishments of Native American cultures." "Compare the various ways Native Americans responded to American expansion."	11/13/2015 1:29 PM
3	45A is confusing	11/12/2015 1:40 PM
4	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
5	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:35 AM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:45 AM
7	I think educators understand but parents/stakeholders would not always understand	10/27/2015 8:53 AM
8	Hard to explain to parents and stakeholders.	10/27/2015 8:50 AM
9	Will need some clarity on verbiage, should use more "common" language.	10/27/2015 8:46 AM

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

Answered: 29 Skipped: 221

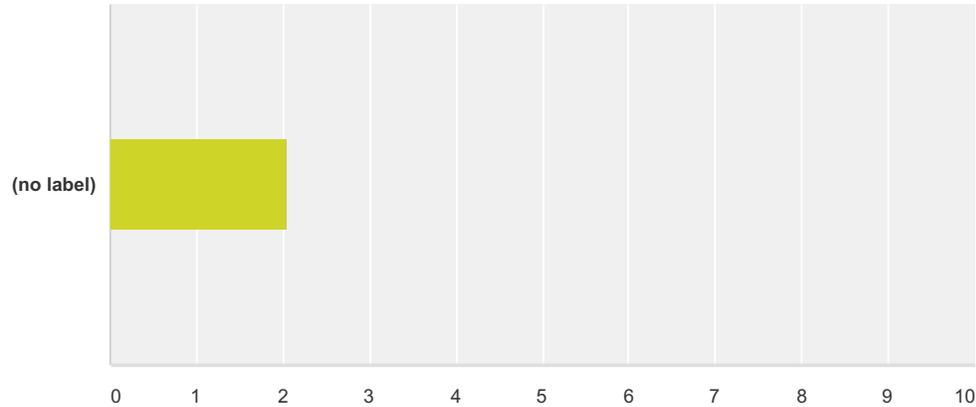


	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	27.59% 8	34.48% 10	34.48% 10	3.45% 1	29	2.14

#	Suggested revisions for standards:	Date
1	Career readiness is not really reflected here.	11/28/2015 3:39 PM
2	The content is too broad to cover in the sort of depth needed to prepare our students for college and career readiness. I suggest the following changes: In Theme 3 Classical civilizations Foundations of Representative Government, I think it is too much content to include China again. I think China should remain in Theme 2 only In Theme 4: Middle Ages - Regional Interconnectedness and Conflict, I think Mesoamerican civilizations should be taken out as it is too much to cover in this one theme	11/23/2015 10:15 AM
3	Students need to be introduced to a wider variety of world religions in order to function successfully- many of which developed in the classical era. The current standards only specifically introduce Christianity in this time period. The immediate effects of the development of these religions should also be investigated.	11/19/2015 12:14 PM
4	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
5	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:35 AM
6	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:45 AM
7	Not all kids are college bound. Most have very little to do with career readiness. Let's be more realistic	10/27/2015 8:53 AM
8	Not for career readiness or IEP students. Need a totally different test for those students. Different track.	10/27/2015 8:50 AM
9	Heavy amount of college ready content strands, however, "career ready" is not addressed enough.	10/27/2015 8:46 AM

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

Answered: 27 Skipped: 223



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	37.04% 10	25.93% 7	33.33% 9	3.70% 1	27	2.04

#	Suggested revisions for standards:	Date
1	Where are the women in U.S. History and their roles in society? Other groups and cultures have been added, but the ladies have been removed!	12/1/2015 5:02 PM
2	These standards are very specific to ensure we focus on the development of African-American culture but there is almost no focus on the role of Hispanics in American history. Additionally, there is instruction to focus on the British influence of the colonies but not the role the French played in Missouri nor on the specific importance of German immigrants to Missouri.	11/23/2015 1:55 PM
3	A comparative analysis between dominant religions of the world would benefit students for college and life readiness. The current standards do not cover all available content for world religions.	11/19/2015 12:14 PM
4	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
5	Current standards are working well and are very specific. Keep current standard	11/5/2015 8:35 AM
6	These standards are better written but in scope of a teaching they are still too broad and there is too much knowledge expected to be learned	11/4/2015 2:15 PM
7	Middle School American History - The number of standards seems to have increased. A pacing guide or prioritized list of standards should be constructed to attempt to cover this in a school year.	11/4/2015 2:11 PM
8	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:45 AM

People, Groups, and Cultures

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

Answered: 22 Skipped: 228

#	Responses	Date
1	Theme 2: Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals. What does this mean? Examples? Theme 2: Why is there not a specific focus on push/pull factors of immigration, like there is in later themes? Also, the challenges new immigrants faced? Theme 3: Analyze the changing relationship between individuals and their place in society (e.g., women, minorities, and children). What does this mean? Also, "their place in society" is poorly worded. Theme 3: Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals. What are American ideals? Theme 3- why is the only women's rights document a selection before the era? There needs to also be a timely piece.	12/2/2015 11:09 PM
2	Just a concern, feel the Koran should be used with caution.	12/2/2015 5:43 PM
3	The standards are pretty vague or rather broad. It would be helpful to include the basic terminology you expect to be addressed in each strand/theme. Remember we can only teach this class for approximately an hour per day. Therefore to help the students gain the depth of knowledge we need to have more specific information regarding what you are expecting us to focus on in the particular units. The strands are broad and your EOC are very particular many times it feels like a trivia pursuit game.	12/1/2015 11:26 PM
4	The primary sources suggested for all strands will be difficult for some districts to obtain (books, pamphlets, films) if that district does not have adequate technology for internet usage or the funds to provide sources. There is still a large majority of students in Missouri that do not have access to technology at home. On a positive note, it is nice that you provided such a list for teachers to use!	12/1/2015 5:02 PM
5	I feel overall this is a Strand that is acceptable and can be finessed as the new standards are incorporated	11/30/2015 2:59 PM
6	Time does not allow us to address architecture and literature to the degree required by the standards.	11/30/2015 9:41 AM
7	As is true with the other strands, unless there is real care given to ensuring a scaffolding of depth, there is a real concern that there will be flat repetition.	11/28/2015 3:39 PM
8	Course Expectations for Middle School – World History I <a href="http://dese.mo.gov/sites/default/files/curr-hb1490-ss-ms-world-history-standards.pdf">http://dese.mo.gov/sites/default/files/curr-hb1490-ss-ms-world-history-standards.pdf</a> General Comments: The course expectations presented for Middle School World History I reflect a very well-considered approach to updating the Social Studies curriculum to address the needs of Missouri's students. Thank you for considering the few comments we provide below. p. 2, Theme 2- Early Civilizations: Geography's Impact on History, Primary Sources, Change: "Torah, /Pentateuch--Genesis, Exodus, Leviticus, Numbers, and Deuteronomy" Comment: The Torah and the Pentateuch are different names for the same primary source, so a slash mark showing that they are the same source should replace the comma, with those words appearing as Torah/Pentateuch. p. 2, Theme 2 - Early Civilizations: Geography's Impact on History, Primary Sources, Add: "Hebrew Bible" Comment: This standard covers "B. Describe the origins, structure, and significant beliefs of Judaism, Hinduism, and Buddhism." The Torah is one of three major components of the Hebrew Bible, the central Jewish text. Teachers should be able to draw on both the Torah and the rest of the Hebrew Bible as sources to teach the history of Judaism in ancient Israel. Examining only the Torah as a primary source results in an incomplete picture of Judaism, because the other components (the Prophets and the Writings) cover the history of the Jewish people up to the Greek period and include later significant beliefs of Judaism. Furthermore, a later section of the standards in Theme 4: Middle Ages- Regional Interconnectedness and Conflict includes the New Testament as a primary source for Christianity, so the Hebrew Bible should, likewise, be a primary source for Judaism. p. 5, Theme 4: Middle Ages-Regional Interconnectedness and Conflict, Primary Sources, Add: "Benjamin Tudela, The Travels of Benjamin Tudela (c.1173)" Comment: The primary sources for this section list the writings of two medieval explorers and writers, Marco Polo, The Travels of Marco Polo (1300) and Ibn Battuta, The Travels of Ibn Battuta (1354). The other important work of that era should also be included. Tudela's Travels reliably describes the geography and ethnography of the Middle Ages and, through its coverage of the many medieval Jewish communities and their trade and religious connections, illustrates the standard of Regional Interconnectedness. Some modern historians credit Benjamin of Tudela with giving accurate descriptions of everyday life in the Middle Ages. Originally written in Hebrew, his itinerary was translated into Latin and later translated into most major European languages. It received much attention from Renaissance scholars in the 16th century. For more information see: <a href="http://www.jewishvirtuallibrary.org/jsource/biography/BenjaminTudelo.html">http://www.jewishvirtuallibrary.org/jsource/biography/BenjaminTudelo.html</a> , and for the original see <a href="http://www.gutenberg.org/ebooks/authors/search/?query=Benjamin,+of+Tudela">http://www.gutenberg.org/ebooks/authors/search/?query=Benjamin,+of+Tudela</a> . pp. 5-6, Theme 4: Middle Ages-	11/25/2015 3:38 PM

## HB1490 Work Group - Social Studies 6-12

Regional Interconnectedness and Conflict, Primary Sources, Add: "Maimonides, Guide for the Perplexed, 1190"  
Comment: The standards should expand the Jewish content in Theme 4 to reflect the significant role played by Jews in scientific, technological, intellectual, and artistic advancements in the post-classical period. Accordingly, addressing Strand 5 (People, Groups, and Cultures), such possible sources for primary study should include, at a minimum, mention of the Golden Age of Spain, and the works of the philosopher/physician Maimonides (Rabbi Moses ben Maimon) who not only influenced Jewish intellectual and religious thought, but also became an admired and influential polymath in the Islamic world, influencing Muslim and Arab scientists and philosophers alike. Course Expectations for High School – World History II <http://dese.mo.gov/sites/default/files/curr-hb1490-ss-hs-world-history-standards.pdf>  
General Comments: This High School World History course is a commendable revision which supplies students with the tools and understandings needed to analyze and apply information in future study. ICS recommends expanding the course's Jewish content to reflect the significant role played by Jews particularly in the Age of Revolution, in Theme 2: Accelerated Exchange (pp.2-3), and in Theme 5: Modern Era (pp.8-9), in which representation of Jewish thought and impact are—with the notable exception of the subject of Einstein—heavily skewed toward Holocaust-related materials. We suggest including, for example, such topics as Jewish nationalism, philosophy, the social sciences, religious thought, etc., with related primary and secondary sources including, among the many possible sources, the impactful writings of Emile Zola, Theodor Herzl, Sigmund Freud, and Martin Buber. Thank you for considering the recommendation provided above and the few comments below.

p. 3, Theme 2: Accelerated Exchange, Primary Sources, Add: "Benjamin of Tudela, The Travels of Benjamin of Tudela, (c.1173) S. D. Goitein, Letters of Medieval Jewish Traders Martin Jacobs, Reorienting the East: Jewish Travelers to the Medieval Muslim World Elkan Nathan Adler, Ed. Jewish Travellers in the Middle Ages: 19 Firsthand Accounts" Comment: Since the description for this theme states that "the links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange," this theme should include in the primary sources of Jewish travelers whose travel accounts in Judeo-Arabic and Hebrew helped shape the views of the West about the Near East and its populations and added impactful perspectives on life in medieval Europe, the Near East, and Africa (see note above about regarding the import of Tudela's Travels in comments about Course Expectations for Middle School – World History I, p. 5, Theme 4: Middle Ages- Regional Interconnectedness and Conflict, Primary Sources). For more primary sources from a variety of authors, the following are useful resources: Letters of Medieval Jewish Traders by S. D. Goitein (Princeton University Press, Paperback, 2015); Reorienting the East: Jewish Travelers to the Medieval Muslim World by Martin Jacobs (University of Pennsylvania Press, 2014); and Jewish Travellers in the Middle Ages: 19 Firsthand Accounts, by Elkan Nathan Adler, ed. (Dover Publications, paperback, 2011).

p. 3, Theme 2: Accelerated Exchange, Primary Sources, Change to: "Qur'ān or Koran" (without placing the name Muhammad as the implied author). Comments: We recommend that the name Muhammad not be included next to "Quran or Koran" in the section "Possible Sources of Study: Primary Sources." His inclusion next to the text deemed most holy by Muslims implies his authorship of it—a view that is contrary to Islamic belief. This would also be in keeping with treatment of the texts that are sacred to Christians and Jews, since those texts are cited with no attribution of authorship (divine or otherwise). Please see the citations of: "New Testament," "Canon Law," "Ten Commandments, Exodus 20: 1-17" and "Torah, Pentateuch--Genesis, Exodus, Leviticus, Numbers, and Deuteronomy" in the "Possible Sources of Study: Primary Sources" list for the course "Middle School – World History 1, Theme 2 – Early Civilizations: Geography's Impact on History," p.2 of <http://dese.mo.gov/sites/default/files/curr-hb1490-ss-ms-world-history-standards.pdf>.

p. 8, Strand 5, People, Groups, and Cultures, Change: "C. Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how they society reflects and challenges the society's status quo"  
Comments: ICS recommends changing the wording of this Strand because it is unclear. The original version does not provide a clear object of the sentence.

p. 9, Theme 5: Modern Era, Primary Sources, Add: "Emile Zola, "J'Accuse." (1898)" Comments: Zola's open letter responded to a crisis in French nationalism. It is an important document in the history of nationalism in France and internationally; it sparked debate about citizenship and the impact of the individual's role in society and social institutions. Zola's letter on the front page of a French newspaper accused the government of antisemitism and the illegal and unjust persecution of Jewish French Army officer, Alfred Dreyfus, who was falsely accused of espionage and given a life sentence. This text illustrates "causes and patterns of human rights violations" and helps teachers illustrate Strand 5. A. "Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts." Teaching "J'Accuse" lays the groundwork for teaching the rise of Nazi antisemitism in the other suggested primary and secondary sources on the list for this theme.

p. 9, Theme 5: Modern Era, Primary Sources, Add: "Theodor Herzl, The Jewish State (1896)" Comments: The rise of nationalism in Europe in the 19th century influenced Herzl's advocacy for a Jewish state. In addressing the issue of Jewish citizenship and nationalism, and advocating the creation of a Jewish state, Herzl's influential work informs the wider debate on nationalism at the turn of the century. Including Herzl's The Jewish State lays the groundwork for teaching nationalism in the Middle East as covered in the other suggested primary and secondary sources on the list for this theme. This text illustrates the Key Concept of Strand 1B. "Trace the origins, and relationships among the world wars, revolutions, and global conflicts of 20th century to determine their impacts on the world today." p. 9,

Theme 5: Modern Era, Primary Sources, Add: "Sigmund Freud, Interpretation of Dreams (1900)" Comments: Sigmund Freud was the father of psychoanalysis, an influential component of psychology, psychiatry, and psychotherapy. His therapeutic techniques for treating patients through patient-psychoanalyst dialogue, his clinical analysis of symptom formation, and his work on dream analysis had a profound influence on intellectual thought and popular culture. His innovative work challenged the status quo of his day, and had wide-ranging impact on the "intellectual, artistic, and literary achievements of the modern era," as addressed in Strand 5. C. We suggest Freud's Interpretation of Dreams, but selections from his other works may also be appropriate.

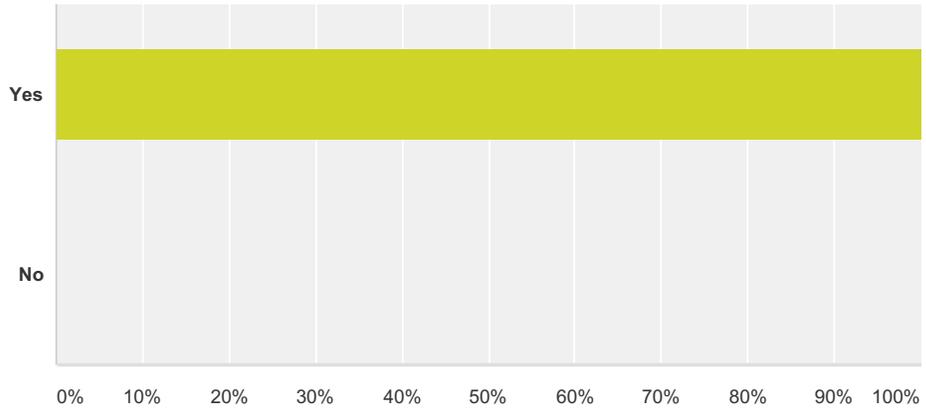
p. 9, Theme 5: Modern Era, Primary Sources, Add:

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	<p>"Martin Buber, I and Thou (1923, Eng. trans. 1937)" Comments: Martin Buber was a key philosopher of the modern era. The Austrian-born Jewish intellectual is best known for his seminal work I and Thou. His thesis of a philosophy of dialogue asserts that sacredness lies in the relationship between human beings. As cited in the Stanford Encyclopedia of Philosophy, Buber is influential in the philosophy of education, pedagogical theory, political philosophy, anthropology, and the philosophy of religion, making him a major twentieth-century figure. See the entry on Buber, <a href="http://plato.stanford.edu/entries/buber/">http://plato.stanford.edu/entries/buber/</a> . Maharat Rori Picker Neiss Executive Director Jewish Community Relations Council of St Louis</p>	
9		11/25/2015 3:35 PM
10	I think that overall the standards are much better than the ones we are currently working with. However, there are some content changes I would like to see made as discussed above.	11/23/2015 10:15 AM
11	Too general. I want specifics about what I should be teaching.	11/20/2015 11:32 AM
12	Add more specific content terms, leave less open to interpretation	11/20/2015 11:23 AM
13	We really like the new standards that have been created. We think that it does a great job of hitting on the essential components of all the classes.	11/20/2015 9:38 AM
14	The Disciplinary Tools for this strand are more focused toward a Geography or Sociology class rather than Government. It could be beneficial if they were more specific about government related information.	11/13/2015 1:18 PM
15	I pulled the following from 65ABC: These statements would be a great way to evaluate student growth over time, continuity and change, and can help students see the growth of people over the course of American History. A. Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society. B. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States. C. Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.	11/12/2015 1:40 PM
16	dfdf	11/9/2015 2:33 PM
17	The proposed 6-12 Social Studies standards represent a marked improvement over the existing Missouri Social Studies standards (in terms of clarity, focus, organization, and quantity) and should be approved as written!!	11/6/2015 10:53 AM
18	Do not change current standards. Current standards are very specific which is extremely helpful for teachers in setting up instruction and pacing.	11/5/2015 8:35 AM
19	Specific grade levels need to be assigned particular subject matter to teach. It is too broad to say 6-high school. It needs to be designed like elementary; where each grade teaches particular topics. Until this is done, it is too difficult to judge if standards are grade appropriate.	11/2/2015 10:45 AM
20	The SS standards are wide and very broad and encompassing-It's not feasible to core all of the accurately and with any depth and expect student retention. As educators how to we pick and choose and emphasizing	10/27/2015 8:53 AM
21	Needs revision and needs to be practical. Are students really need to know all of this in order to be successful in life? History is supposed to be a subject to come alongside students and use as a reference point in their daily lives. Too much academia and not enough practicality.	10/27/2015 8:50 AM
22	The strands are very encompassing; however, this is very heavy on college ready material as well as rigorous amount to test over for one end of the year exam.	10/27/2015 8:46 AM

### Q48 Do you work or reside in Missouri?

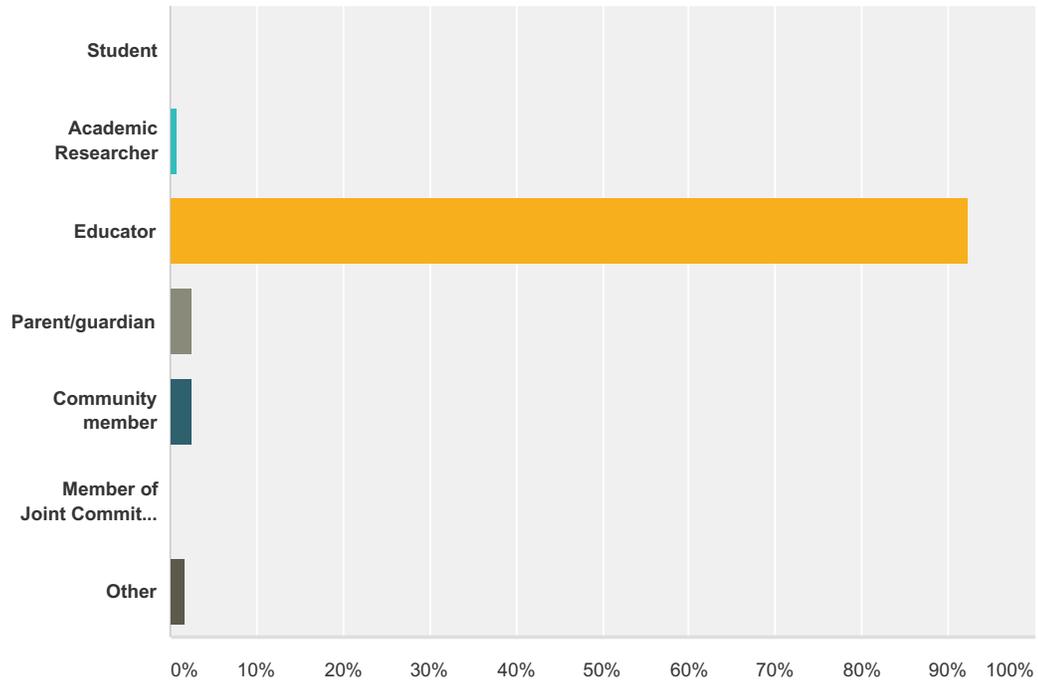
Answered: 115 Skipped: 135



Answer Choices	Responses
Yes	100.00% 115
No	0.00% 0
<b>Total</b>	<b>115</b>

### Q49 How might you define your relationship to Missouri schools?

Answered: 115 Skipped: 135



Answer Choices	Responses
Student	0.00% 0
Academic Researcher	0.87% 1
Educator	92.17% 106
Parent/guardian	2.61% 3
Community member	2.61% 3
Member of Joint Committee on Education	0.00% 0
Other	1.74% 2
<b>Total</b>	<b>115</b>

## Q50 What is your work or residential zip code?

Answered: 108 Skipped: 142

#	Responses	Date
1	65401	12/2/2015 11:21 PM
2	66081	12/2/2015 11:18 PM
3	65301	12/2/2015 11:10 PM
4	65486	12/2/2015 11:02 PM
5	65231	12/2/2015 11:00 PM
6	64870	12/2/2015 10:36 PM
7	63841	12/2/2015 5:45 PM
8	63435	12/2/2015 4:56 PM
9	63869	12/2/2015 9:37 AM
10	64870	12/1/2015 11:27 PM
11	65626	12/1/2015 11:25 PM
12	65757	12/1/2015 5:03 PM
13	65203	12/1/2015 4:44 PM
14	63822	12/1/2015 12:12 PM
15	64804	12/1/2015 10:42 AM
16	64801	11/30/2015 7:21 PM
17	63556	11/30/2015 3:00 PM
18	64080	11/30/2015 2:38 PM
19	63801	11/30/2015 2:08 PM
20	63822	11/30/2015 1:34 PM
21	63801	11/30/2015 12:04 PM
22	63701	11/30/2015 10:53 AM
23	63801	11/30/2015 10:44 AM
24	63501	11/30/2015 9:41 AM
25	63801	11/29/2015 10:19 PM
26	63021	11/28/2015 3:39 PM
27	63660	11/27/2015 6:17 PM
28	63146	11/25/2015 3:38 PM
29	64058	11/23/2015 1:55 PM
30	63376	11/23/2015 10:15 AM
31	64093	11/20/2015 2:14 PM
32	64093	11/20/2015 2:13 PM
33	64093	11/20/2015 2:02 PM
34	64019	11/20/2015 2:01 PM

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35	64093	11/20/2015 1:59 PM
36	64093	11/20/2015 1:56 PM
37	64086	11/20/2015 12:20 PM
38	64058	11/20/2015 11:33 AM
39	63080	11/20/2015 11:23 AM
40	65275	11/20/2015 9:54 AM
41	63670	11/20/2015 9:38 AM
42	63304	11/19/2015 2:14 PM
43	63303	11/19/2015 2:09 PM
44	63304	11/19/2015 2:07 PM
45	64701	11/19/2015 12:14 PM
46	65721	11/18/2015 4:53 PM
47	65721	11/18/2015 4:47 PM
48	65340	11/18/2015 4:39 PM
49	65721	11/18/2015 4:36 PM
50	65804	11/18/2015 4:25 PM
51	65721	11/18/2015 4:10 PM
52	65721	11/18/2015 4:08 PM
53	65721	11/18/2015 4:05 PM
54	65721	11/18/2015 4:04 PM
55	65721	11/18/2015 3:43 PM
56	63857	11/18/2015 1:26 PM
57	63857	11/18/2015 1:22 PM
58	63031	11/18/2015 10:35 AM
59	64836	11/17/2015 9:49 AM
60	64850	11/13/2015 2:40 PM
61	64850	11/13/2015 2:10 PM
62	63755	11/13/2015 1:50 PM
63	63662	11/13/2015 1:38 PM
64	63730	11/13/2015 1:29 PM
65	63769	11/13/2015 1:21 PM
66	63730	11/13/2015 1:18 PM
67	63662	11/13/2015 1:12 PM
68	63730	11/13/2015 1:00 PM
69	64457	11/13/2015 11:19 AM
70	64834	11/13/2015 11:06 AM
71	64801	11/13/2015 10:31 AM
72	64850	11/13/2015 9:48 AM
73	64083	11/12/2015 1:40 PM
74	64701	11/12/2015 12:37 PM
75	63537	11/11/2015 2:05 PM

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76	65041	11/11/2015 1:46 PM
77	64831	11/10/2015 9:26 AM
78	64831	11/10/2015 9:22 AM
79	64831	11/10/2015 9:22 AM
80	11220	11/6/2015 11:25 AM
81	65201	11/6/2015 10:54 AM
82	0	11/5/2015 2:14 PM
83	64801	11/5/2015 2:10 PM
84	64052	11/5/2015 8:36 AM
85	64133	11/4/2015 2:16 PM
86	64137	11/4/2015 2:15 PM
87	64133	11/4/2015 2:15 PM
88	64133	11/4/2015 2:15 PM
89	64119	11/4/2015 2:13 PM
90	64133	11/4/2015 2:12 PM
91	64133	11/4/2015 2:11 PM
92	64138	11/4/2015 2:09 PM
93	64138	11/4/2015 2:04 PM
94	64081	11/4/2015 2:03 PM
95	64138	11/4/2015 2:03 PM
96	64133	11/4/2015 2:03 PM
97	64114	11/4/2015 2:03 PM
98	64114	11/4/2015 2:02 PM
99	63021	11/3/2015 6:12 PM
100	64804	11/3/2015 11:02 AM
101	65201	11/2/2015 2:23 PM
102	65255	11/2/2015 11:25 AM
103	63876	11/2/2015 10:45 AM
104	65807	11/2/2015 8:52 AM
105	64644	10/27/2015 8:53 AM
106	64644	10/27/2015 8:51 AM
107	64601	10/27/2015 8:50 AM
108	64644	10/27/2015 8:47 AM

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

Answered: 1 Skipped: 249

#	Responses	Date
1	Milan C-2 Schools	11/30/2015 1:54 PM

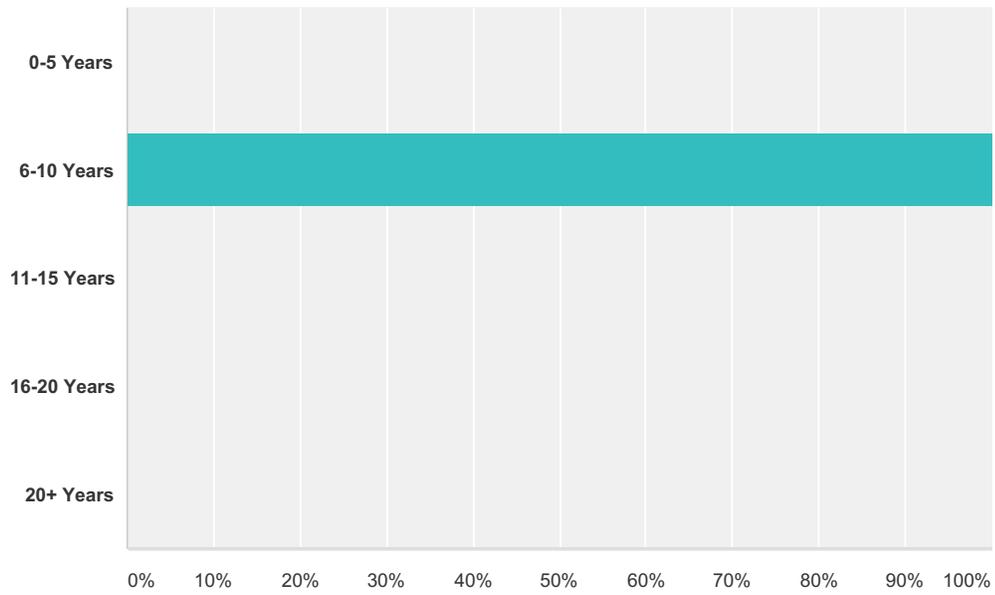
**Q52 What is your current role at this institution?**

Answered: 1 Skipped: 249

#	Responses	Date
1	Teacher	11/30/2015 1:54 PM

### Q53 How long have you worked in higher education?

Answered: 1 Skipped: 249



Answer Choices	Responses
0-5 Years	0.00% 0
6-10 Years	100.00% 1
11-15 Years	0.00% 0
16-20 Years	0.00% 0
20+ Years	0.00% 0
<b>Total</b>	<b>1</b>

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

Answered: 0 Skipped: 250

#	Responses	Date
	There are no responses.	

**Q55 Name:**

Answered: 0 Skipped: 250

#	Responses	Date
	There are no responses.	