

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
December 15, 2022

OFFICE OF SECONDARY EDUCATION

02. Action: Approval to revise the 2022 Mississippi College- and Career-Readiness Standards for Social Studies [Goals 1 and 2 – MBE Strategic Plan]
(Has cleared the Administrative Procedures Act process with public comments)

Executive Summary

The *Mississippi College- and Career-Readiness Standards for Social Studies 2021* draft was submitted for the Administrative Procedures Act process (APA) in December 2021. Based on public response, the Mississippi Department of Education (MDE) revised the standards based upon feedback from stakeholders across Mississippi, including an extensive review by 241 educators representing each of the state's four congressional districts, seven university professors, and 26 MDE personnel.

The *Mississippi College- and Career-Readiness Standards for Social Studies 2022* draft was submitted for APA in September 2022. Based on the public response the MDE reconvened the Social Studies Workgroup to review the draft *Social Studies Standards*.

Content remains centered on conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills based on mastery of the five social studies strands (civics, economics, geography, civil rights, and history). Revisions have been made to clarify learning outcomes and align objectives to standards. *The Mississippi College- and Career-Readiness Standards for Social Studies 2022* create a framework for curriculum development for K-12 teachers, outlining what students should know and be able to do by the end of each grade level and course. The *Social Studies Standards* will be implemented for the 2023-2024 school year.

This item references Goals 1 and 2 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached

The Office of Secondary Education received the following APA comments about the Revisions to the 2022 Mississippi College and Career-Readiness Standards for Social Studies.

Summary of Comment	MDE Response
<p>Public Comment from Hearing: The following standards identified are potential areas where Disability Rights can be incorporated into the social studies standards and in our public-school classrooms. For the sake of time, I will provide you a list and a copy of my comments.</p> <p>K.CR.1 Explore the similarities and differences of individuals and families. Page 18 K.CR.2 Examine diversity in the classroom. Page 18</p> <p>1.Cl.1 Differentiate the rights and responsibilities citizens have in varying roles. Page 22 1.E.1 Justify why people work to earn money. Page 23 1.H.2 Analyze various aspects of historic and modern life in the United States. Page 25</p> <p>2.Cl.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens. Page 27 2.CR.1 Determine how traditions and customs create unity and celebrate diversity within and across various groups. Page 28 2.H.1 Evaluate how people and events have shaped the local community, state, and nation through primary sources. Page 30 2.Cl.1 Examine the influence of democratic values on the lives of citizens. Page 32</p> <p>3.CR.2 Assess the reliance of democracy on citizen participation. Page 34</p> <p>4.MS.8 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi. Page 40</p> <p>6.12 Analyze the rights and responsibilities of American citizenship. Page 51 There are opportunities to discuss Disability Rights within Mississippi Studies. There is not a standard to</p>	<ul style="list-style-type: none"> The Educator Review Committee did their due diligence in reviewing each of the suggested changes to be inclusive of the Disability Rights for the standards/objectives from the proposed 2022 MS CCR Standards for Social Studies. Various iterations of revisions have been made within the following to strengthen the standards with examples of the addition of Americans with Disability Rights. K.CR.2 Examine diversity in the classroom K.CR.2.2 Identify types of diversity in the classroom (<u>e.g., cultural, ethnic, students with disabilities, etc.</u>). 1.H.2 Analyze various aspects of historic and modern life in the United States. 1.H.2.2 Identify forms of technology and illustrate changes in how it was made and used from its conception to the present (<u>e.g., telephone, assistive technology devices, etc.</u>). 2.Cl.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens. 2.Cl.2.4 Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community (<u>e.g., civil rights, laws to protect Americans with disabilities, etc.</u>). 3.Cl.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels. 3.Cl.2.4 Compare and contrast services provided to communities and citizens by the federal, state, and local governments (<u>e.g., security, people with disabilities, human services, etc.</u>). 4.MS.9 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places. 4.MS.9.1 Identify Mississippians known for their artwork, music, architecture, and literature (<u>e.g., Wyatt Waters, William</u>

Summary of Comment	MDE Response
<p>reference because none of the standards even start to recognize individuals with disabilities. Pages 77-81</p> <p>WH11 I Contemporary World Debate the changing role of globalization in the contemporary world. Page 89</p> <p>USH 9 I President Kennedy, President Johnson, and President Nixon Demonstrate an understanding of domestic and international issues from each administration. Page 99</p> <p>USH 10 I President Ford, President Carter, President Reagan, and President H.W. Bush Explain the reaction to Carter's Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974-1992. Page 100</p> <p>USH 11 I Civil Rights Movement Evaluate the impact of the Civil Rights Movement on social and political change in the United States. Page 101</p> <p>USG.1 Examine the basic concepts of democracy. Page 104</p> <p>USG.6 Differentiate civil rights from civil liberties and describe how each have been interpreted and amended throughout United States' history. Page 108</p> <p>Problems of American Democracy (pages 141-146). There are opportunities to discuss disability rights. There is not a standard to reference because none recognize disabled individuals.</p>	<p><u>Herd, Walter Anderson, B.B. King, Elvis Presley, Marty Stewart, Eudora Welty, Willie Morris, etc.).</u></p> <ul style="list-style-type: none"> 6.11 Describe the difference between limited and unlimited government. 6.11.2 Explain the rule of law and that government powers are defined by laws that limit its actions (United States Constitution , Bill of Rights, <u>Civil Rights, American with Disabilities Act, etc.).</u>
<p>Third grade teacher expressed concerns with the third-grade content not being developmentally appropriate. The teacher shared the second-grade content is better suited for third graders.</p>	<ul style="list-style-type: none"> The Educator Review Committee states the standards are appropriate and vertically aligned with second grade and fourth grade standards.

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<p>Anchoring the standards more fully to the C3 Framework produced by NCSS.</p>	<ul style="list-style-type: none"> The National Council for the Social Studies is one resource used in writing the MSCCR Standards for the Social Studies.
<p>Provide guidance on “Objectives” in relation to the “Standards.”</p>	<ul style="list-style-type: none"> Training on the relationship between objectives and standards will be provided during the spring training of the 2022 MS CCR Standards for Social Studies.
<p>Do not use the NCSS as a resource and teach the founding of our country from the Mayflower to the Civil War.</p>	<ul style="list-style-type: none"> The National Council for the Social Studies is just one of several documents used as a resource- National Assessment of Educational Progress (NAEP), Fordham Institute Social Studies Standards, Standards for Advanced Placement, Current research regarding the Social Studies for the writing of the MSCCR Standards for the Social Studies.
<p>Minority Studies: Would like to have Sikh religion added to the standards. Would like for it to be added into the Standard MIN.1. <u>Current Standard:</u> Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century. <u>Suggested Edit:</u> Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims, Sikh Americans, and Hispanic Americans in the early twenty-first century.</p> <p>(120 comments)</p> <p>Want to have the history of Disability Rights taught.</p>	<ul style="list-style-type: none"> The Educator Review Committee recommended including Sikh Americans in MIN 1.4. “Examine social and political factors and events that have impacted attitudes and discriminations towards <u><i>immigrants and religious communities (e.g., American Muslims, Hispanic Americans, West Indian Americans, Sikh Americans, American Hindus, American Jews, etc.).</i></u>” <p>The Disability Rights is taught in the following standard/objective: USH 9 President Kennedy, President Johnson, and President Nixon Demonstrate an understanding of domestic and international issues from each administration.</p> <ol style="list-style-type: none"> Analyze the impact of the African American Civil Rights Movement on other movements. (including American Indian Movement (AIM), United Farm Workers (UFW), and the Disability Rights Movement).

Summary of Comment	MDE Response
<p>Want to have Disability Rights added to Minority Studies in the following areas: Standard Min. 1, Examine which aspects define a minority group.</p> <ol style="list-style-type: none"> 1. Investigate minority groups and determine the underlying factors that result in their marginalization. <p>Comment: The standards being taught must include individuals with disabilities when discussing minority groups.</p> <ol style="list-style-type: none"> 2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history. <p>Comment: Compare and contrast the plight of women, <u>individuals with disabilities</u> and the plight of ethnic minorities at various points in history.</p> <ol style="list-style-type: none"> 3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups. (e.g., the National Association for the Advancement of Colored People, Southern Poverty Law Center, the American Civil Liberties Union, etc.) <p>Comment: Identify and describe prominent groups associated with protecting and broadening protections for minority groups. (e.g., the National Association for the Advancement of Colored People, Southern Poverty Law Center, the American Civil Liberties Union, <u>The American Association of People with Disabilities (AAPD)</u>, <u>The ARC</u>, <u>The National Council on Disability</u>, <u>The National Alliance for the Mentally Ill (NAMI)</u>, <u>National Organization on Disability</u>, etc.)</p> <p>Comment: <u>Add 5. Examine social and political factors and events that have impacted attitudes and discrimination towards individuals with disabilities up to the early years of the twenty-first century.</u></p>	<ul style="list-style-type: none"> • The Educator Review Committee shared this would be addressed in MIN 1.2 and MIN 1.3. • The Educator Review Committee agreed to change MIN 1.2 to, "Compare and contrast the <u>challenges</u> of women, <u>individuals with disabilities</u>, and ethnic minorities at various points in history." • The Educator Review Committee agreed to add National Organization on Disability to the list of examples in MIN 1.3, "Identify and describe prominent groups associated with protecting and broadening protections for minority groups (e.g., the National Association for the Advancement of Colored People, Southern Poverty Law Center, the American Civil Liberties Union, <u>National Organization on Disability and Anti-Defamation League</u>). • The Educator Review Committee stated this objective should not be added to the standard MIN 1. Individuals with Disabilities have been added to the examples in MIN 1.2 and MIN 1.3.

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<p>MIN.2 Trace the group dynamics that play a role in the marginalization of minority groups.</p> <p>Comment: The standards being taught must include individuals with disabilities when tracing the group dynamics that play a role in the marginalization of minority groups.</p> <ol style="list-style-type: none"> 1. Analyze the various causes of prejudice. (e.g., social distance, economic competition, scapegoating, conflicting social and religious norms, stereotypes, etc.) 2. Analyze political and cultural factors that may serve to maintain inequalities experienced by minority groups <p><u>Comment: Add Examine the Disability Rights Movement.</u></p> <ol style="list-style-type: none"> <u>1. Identify and describe the origins and early leaders of the Disability Rights Movement.</u> <u>2. Trace the major events, achievements, and leaders of the Disability Rights movement up to the early years of the twenty-first century.</u> <u>3. Survey the accomplishments of individuals with disabilities in the United States up to the early years of the twenty-first century.</u> <u>4. Analyze the current status of individuals with disabilities in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.</u> <p>From Hindu American Foundation:</p> <p>STANDARD MIN.7 Compare and contrast historically significant events and cultural characteristics related to the plight of minority groups outside of the United States.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact. 2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa. 3. Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century. 	<ul style="list-style-type: none"> • The Educator Review Committee added individuals with disabilities in the examples list for objective MIN 2.1, “Analyze the various causes of prejudice (e.g., <i>ableism, ageism</i>, social distance, economic competition, scapegoating, conflicting social and religious norms, stereotypes, etc.). • The Educator Review Committee added individuals with disabilities in the objective MIN 2.2, “Analyze political, cultural, and <i>ableist</i> factors that may serve to maintain inequalities experienced by minority groups.” • The Educator Review Committee response to public comment to remove objective MIN 7.3, “<i>Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century</i>” is the objective should remain. The committee stated for the purposes/scope of the Minority course, it is historically significant.

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<p>Proposed Revision to Objectives:</p> <ol style="list-style-type: none"> <i>1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact.</i> <i>2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa.</i> <i>3. Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century. Trace the historical context of post-partition of India, major events, and people associated with the Bangladesh Genocide of 1971 during Bangladesh's Liberation War.</i> <p>Comment:</p> <p>Standard MIN.7 Objective 3 is extremely offensive and inappropriate for including the "Indian caste system" alongside the unconscionable human tragedies of the Holocaust and South Africa's apartheid, and must be removed or replaced with a more appropriate example. The Holocaust and Apartheid in South Africa constituted violent crimes against humanity that distinct oppressors inflicted upon clearly defined subsets of innocent victims. While the Indian caste system is a form of social division, it did not have the widespread, fatal consequences of the aforementioned crimes against humanity.</p> <p>From Institute for Curriculum Services-</p> <p>MIN.1 Examine which aspects define a minority group, objective 2, Change: "MIN 1.2 Compare and contrast <u>Examine the legal and social status and challenges</u> plight of women and the plight of ethnic minorities at various points in history."</p> <p>Comments: Current wording is overly vague and the use of the term "plight" is condescending to women and minorities. A more neutral and academic wording would focus on the legal and social status of women and ethnic minorities in the U.S. In addition, comparing and contrasting leads to a hierarchy of suffering and oppression. Using the verb "examine" is neutral and leads to analysis of the status and struggles of groups without comparing or ranking them.</p>	<ul style="list-style-type: none"> The Educator Review Committee agreed to change MIN 1.2 to the following, "Compare and contrast the <u>challenges</u> of women, <u>individuals with disabilities</u>, and ethnic minorities at various points in history."

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<p>MIN.1 Examine which aspects define a minority group, objective 3, Add: "MIN 1.3 Identify and describe prominent groups associated with protecting and broadening protections for minority groups. (e.g., the National Association for the Advancement of Colored People, Southern Poverty Law Center, <u>Anti-Defamation League</u>, the American Civil Liberties Union, etc.)</p> <p>Comments: What these organization examples have in common is that they all have a mission of protecting rights and civil liberties, were all founded in the 20th century, and work to protect the oppressed, downtrodden, and protect targets of threats. Like the NAACP (founded in 1909) and the ACLU (founded in 1920), the Anti-Defamation League (ADL) was created in 1913 to address discrimination and oppression. Like the Southern Poverty Law Center, the ADL also has the mission of fighting hate and extremism, and advancing human rights for all. Since its founding in the wake of the 1913 lynching in Atlanta of Leo Frank, a wrongly convicted Jewish American, the Anti-Defamation League (ADL) has devoted itself to fighting antisemitism and other forms of racism and hate.</p> <p>MIN.1 Examine which aspects define a minority group, p. 169, Change and Delete repeated objective: "MIN 1.4 Examine social and political factors and events that have impacted attitudes and discrimination towards <u>racial, ethnic, and religious minorities</u> American Muslims and Hispanic Americans up to the late twentieth <u>early</u> late twentieth century."</p> <p>Comments: Standard "MIN 1 Examine which aspects define a minority group" is an introductory standard that addresses the definition of a minority group and broad overarching issues covered in this course. It follows that this introductory set of objectives for MIN 1 would address minority groups in general, and the wording would cover the range of groups studied in the course. The later standards MIN 3 through MIN 9 address more specific minority groups, and that is the appropriate location for objectives related to coverage of specific minority groups.</p> <p>MIN.1 Examine which aspects define a minority group. Return from 2021 draft: "<u>MIN 1.5 Analyze the concept of minority group as it relates to ethnic minorities, religious minorities, and women.</u>"</p>	<ul style="list-style-type: none"> The Educator Review Committee agreed to add Anti-Defamation League to the list of examples in MIN 1.3, Identify and describe prominent groups associated with protecting and broadening protections for minority groups. (e.g., the National Association for the Advancement of Colored People, Southern Poverty Law Center, the American Civil Liberties Union, <u>National Organization on Disability and Anti-Defamation League</u>). The Educator Review Committee maintains the objective MIN 1.4 will remain with the following changes, Examine social and political factors and events that have impacted attitudes and discriminations towards immigrants and religious communities (<u>e.g., American Muslims, Hispanic Americans, West Indian Americans, Sikh Americans, American Hindus, American Jews</u>). The Educator Review Committee stated this objective should not be added to the standard MIN 1.

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<p>Comments: This objective from the 2021 draft should be returned to Minority Studies under standard MIN 1 because it asks about what defines a minority group, and facets of identity that minority groups possess. The only difference in suggested wording is to change “appraise” to “analyze” because it is not clear in this context.</p> <p>MIN.2 Trace the group dynamics that play a role in the marginalization of minority groups, objective 1, Retain: “MIN 2.1 Analyze the various causes of prejudice. (e.g., social distance, economic competition, scapegoating, conflicting social and religious norms, stereotypes, etc.)”</p> <p>Comments: Please retain this compelling and valuable standard. It helps students understand the causes and psychology of prejudice and discrimination, and it provides tools to see and address prejudice.</p> <ul style="list-style-type: none"> • Change: “MIN 7 Compare and contrast historically significant events and cultural characteristics related to the plight <u>treatment</u> of minority groups outside of the United States.” <p>Comments: The use of the term “plight” is condescending to minority groups and is not an academic term. A more neutral and academic wording would focus on the treatment of minority groups in Nazi-occupied Europe, South Africa, and India.</p> <ul style="list-style-type: none"> • MIN.7 Compare and contrast historically significant events and cultural characteristics related to the plight of minority groups outside of the United States, objective 1, Change and Retain: “MIN 7.1 Illustrate the <u>Trace the historical context of the Holocaust, its major events, Jews’ status as a minority group, and people associated with the Holocaust and its impact on the Jewish people and the world its global impact.</u>” <p>Comments: The Holocaust is a clear example of MIN.7 addressing the treatment of minority groups outside of the United States, and so this objective should be retained in Minority Studies. Exploring the causes, events, and impact of unchecked racism and discrimination and how it can lead to genocide is a vital objective of Minority Studies.</p>	<ul style="list-style-type: none"> • The Educator Review Committee agreed to remove the word “plight” and replace it with “challenges” from the MIN 7 standard, Compare and contrast historically significant events and cultural characteristics related to the <u>challenges</u> of minority groups outside of the United States. <u>(e.g., Nazi-occupied Europe, South Africa, India, etc.).</u> • The Educator Review Committee made the following changes to MIN 7.1, “Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact <u>(e.g., Jewish people, Gypsies, people with disabilities, etc.).</u>”

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<ul style="list-style-type: none"> MIN.9 Assess modern movements to broaden protections for minority groups, objective 1, Change: “MIN 9.1 Examine social and political factors and events that have impacted attitudes and discrimination towards <u>Hispanic Americans</u>, <u>American Muslims</u> and <u>other religious minorities</u>, and <u>immigrants</u> and <u>Hispanic Americans</u> in the early twenty-first century.” <p>Comments: Standard MIN 9.1 intends to address minorities not covered in other standards for this course, but does not currently cover the range of minorities in Mississippi and the U.S. Note: This course includes specific standards for Native Americans (MIN 3), women (MIN 4), Asian Americans (MIN 5), and African Americans (MIN 6)</p>	<ul style="list-style-type: none"> The Educator Review Committee has made the following changes to objective MIN 9.1, Examine the social and political factors and events that have impacted attitudes and discrimination towards <u>modern minority groups</u>.
<p>Grade six-</p> <ul style="list-style-type: none"> Please keep the Civics component in the title - it seems like we are being asked to teach Civics in Standards 6.10; 6.11; 6.12; 6.13 and 6.14. Why was the term "Civics" removed from the title? This seems very overwhelming for children who have never had a history course in isolation before. If our goal is to teach to mastery, I don't see how it can be done with as many standards as are listed here. Ancient Civilizations seems to work well for our current and past 6 graders, and it makes the most logical sense to keep it as is. Most middle schools are on an A-Day/B-Day schedule, so that would give us 90 days to teach to master 16 standards! That's asking a LOT of 12-year-old children! Sixth grade is the first time for most students that social studies is being taught in isolation as a specific class. Please DO NOT take the Ancient History standards away from 6th grade. The students actually have some background knowledge about the topics because there are so many Ancient History topics woven into our modern culture. It's easy for them to make connections and they are incredibly interested in learning 	<ul style="list-style-type: none"> The Educator Review Committee agrees with the public comment and <u>"Civics"</u> will be added into the title of the sixth-grade course. The Educator Review Committee states the 2018 standards for sixth grade contain 14 standards that were broken down to create the more streamlined revised 16 standards. The Educator Review Committee states the 2018 standards for sixth grade contain 14 standards that were broken down to create the more streamlined revised 16 standards. Ancient Civilizations is primarily taught in seventh grade. The Educator Review Committee finds that Standard 6.10.3 allows for ancient history to be through the connection of Ancient Greece and Rome.

Summary of Comment	MDE Response
<p>more about the material. Having knowledge about topics like Ancient Greece/Rome and democracy/republic will allow the students to feel more successful in the coming years when learning about governments in their upcoming classes.</p> <ul style="list-style-type: none"> How are we supposed to teach this many standards to ELEVEN-year-old kids who have zero background knowledge about any of this information? We see our students 90 of the 180 school days. At least 8 of those class periods are taken for exams. We also lose several other class periods for beginning-of-the-year procedures, state testing, etc. It is NOT feasible or common sense to think that all of this material can be covered well in that amount of time. Geography and civics are two completely separate topics- why are they being combined in the same school year? Civics would be much better suited to US History. Also, why is the course simply called "World Geography" but also includes Civics standards? While I understand the importance of students learning about World Geography, I feel that learning about Civics is even more important. Students need to understand the rights and responsibilities that people have given their lives for. They need to understand the importance of using their voice to fight for those rights because that's the freedom that has been allotted to them. The current standards are a perfect blend, in my opinion, of teaching students about geography, government systems used around the world, and Civics. Standard Issue - 6.2- "Identify geographic patterns in the environment that result from the processes of Earth's physical systems" These are science topics, not social studies. 	<ul style="list-style-type: none"> The Educator Review Committee states the 2018 standards for sixth grade contain 14 standards that were broken down to create the more streamlined revised 16 standards. The Educator Review Committee will include <u>"Civics"</u> in the title of the course; however, this course is vertically aligned with fourth and fifth grade standards. All courses integrate "Civics" into their standards. The Educator Review Committee finds that Standards 6.10, 6.11, 6.12, 6.13, and 6.14 support the teaching of "Civics". The Educator Review Committee finds that this standard was a part of 2018 standards (G.6.3). The committee felt the importance of keeping the standard as it lays foundational aspects of geography.

Summary of Comment	MDE Response
<ul style="list-style-type: none"> Standard/Objective Issue - 6.10- "Connect the origins of democracy to Athens (present-day Greece) and the republic to the Roman Republic." Sixth-grade students have had absolutely zero teaching on Ancient Greece and Rome, so they will have no knowledge or background to be able to make this connection. Standard 6.2 Issue - 1. Define atmosphere, biosphere, lithosphere, and hydrosphere. 2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth. 3. Explain the major processes and natural phenomena that shape the physical environment and how humans adapt to them. THESE ARE SCIENCE TOPICS, NOT SOCIAL STUDIES and do not fit in a social studies classroom, especially at 6th grade. 23-24 Proposed Standards - PLEASE DO NOT CHANGE THE STANDARDS!!!! History is SO tough for our students because it is the first time History is taught in isolation. History/SS is blended into the ELA lessons in elementary. When teaching 11 and 12-year-olds about Ancient Civilizations, the students actually have background knowledge because even in today's world, ancient civilizations are STILL influencing books, tv, movies, social media, games, etc... It's like STORY time in class, the students LOVE learning about History now because it is still FUN for them and they make CONNECTIONS; they are after all elementary KIDS. We don't have these students for 180 days, we are on an A/B schedule, and we only have them for 90 days. Oh wait, it's not even 90 days because then we have exams, Big Events, Pep 	<ul style="list-style-type: none"> The Educator Review Committee states that prior knowledge is not needed to learn this standard. This standard is foundational for knowledge and reference of future courses. The Educator Review Committee finds that this standard was a part of 2018 standards (G.6.3). The committee felt the importance of keeping the standard as it lays foundational aspects of geography. The Educator Review Committee states, the 2018 standards for sixth grade contain 14 standards which were broken down to create the more streamlined revised 16 standards. Ancient Civilizations is primarily taught in seventh grade.

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<p>Rallies, etc... There are 16 proposed standards expected to be taught, to mastery, in 90-ish days? How does this even make sense?</p> <ul style="list-style-type: none"> Do people really think 11 and 12-year-olds will be successful when learning about; -- 1. Define and give examples of primary, secondary, and tertiary economic activities in the United States and other countries. 2. Define the factors of production. 3. Illustrate traditional, command, and market economic systems. 4. Chart the characteristics of communism, socialism, and free enterprise by how they answer the three basic economic questions. 5. Applying the concept of the basic economic questions contrasts modern economic interactions with those from the past. 6. Analyze the impact of globalization on modern economic interactions by investigating the origins of things such as personal belongings or various foods. 7. Compare and contrast the economic and social metrics of various countries. (e.g., GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, life Expectancy, literacy Rates, Human Freedom Index, etc.) Also.... how are 6.2 "I. Define atmosphere, biosphere, lithosphere, and hydrosphere. 2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth. 3. Explain the major processes and natural phenomena that shape the physical environment and how humans adapt to them. "NOT considered Science? Civics should be included because all former standards are still represented; 16 standards seems like a lot - consider removing the civics if we should only focus 	<ul style="list-style-type: none"> The Educator Review Committee finds that this standard was a part of 2018 standards (CR.6.2). The committee felt the importance of keeping the standard as it lays foundational aspects of economics. The Educator Review Committee finds that this standard was a part of 2018 standards (G.6.3). The committee felt the importance of keeping the standard as it lays foundational aspects of geography. The Educator Review Committee states the 2018 standards for sixth grade contain 14 standards that were broken down to create the more streamlined revised 16 standards.

Summary of Comment	MDE Response
<p>on geography, or remove some of the geographies and keep the geography/civics structure. Please consider streamlining this course to make it more effective for the students and teachers in the 6th-grade course.</p>	
<p>7th Compact US History-</p> <ul style="list-style-type: none"> • Adding in the Early World History standards to the middle school U.S. History curriculum will be difficult for students to understand and teachers to teach in the time frame allotted. • Trying to combine the two time periods will be very difficult from a teaching perspective. One course is ancient history and the other is modern history; finding a connection between the two will be quite difficult for students to understand. • Trying to combine the two time periods will be very difficult for teachers to thoroughly teach throughout the course of the year. We already struggle to get all of the U.S. course standards taught; I can't imagine adding on the ancient standards. • I have major concerns about offering a compacted World/US history to 7th graders - I'm worried it would be a disservice to students by keeping them from being able to truly master an understanding of Ancient World cultures/civilizations and the foundation of the United States. In addition, per the new district/school pacing, 7th grade will be the first time these students have a full course dedicated to the subject of history, and I am concerned they are not developed enough to process and master these skills and objectives. • Trying to fit ancient civilizations and US history 	<ul style="list-style-type: none"> • The Educator Review Committee stated that similar concerns were discussed extensively in the June meeting. The committee decided students enrolled in this course would be on a track for advanced coursework and would be able to successfully complete the standards.

Summary of Comment	MDE Response
<p>into one 7th-grade compact history class does not seem practical. That is too much information to cover in one year on an A/B schedule and the two topics do not blend.</p> <ul style="list-style-type: none"> • I think that the 7th compacted course is too much to teach as 1 course for mastery. • I do not think this would be good for the average student and especially not for our special education students. They already struggle to understand everything at a normal pace, but to pick up the pace in order to accommodate the compacted standards would be overwhelming to them. We have spent the last few years getting World History to 6th grade and US History to 7th grade- to change it again would be confusing to all! • Standard 8.8- if we "assess" we never get to the deeper language of the objectives. Please consider changing to "Analyze" or "Evaluate". <p>From Institute for Curriculum Services: Seventh Grade Compacted: Early World History and U.S. History: Exploration to 1877, p.61, 7C.1 Early World History, Add: "7C.1 Early World History Examine the development of ancient civilizations: • Egypt • <u>Israel</u> • Imperial China • India • Greece • Rome • Sub-Saharan Africa."</p> <p>Comments: The civilization in which Judaism arose, and in which Christianity later developed, should be included in 7C.1 because even in a Compacted Early World History course, ancient Israel is critical to understanding major world religions, as well as world literature, art, and music.</p>	<ul style="list-style-type: none"> • The Educator Review Committee stated with Eighth Grade standard 8.8 "assess" was discussed extensively. The committee stated to "evaluate" with a purpose is the same as "assess"; to qualify and quantify at the same time. • The Educator Review Committee stated that adding "Israel" to the ancient civilizations list was discussed extensively. The committee chose not to add "Israel" to the list.

Summary of Comment	MDE Response
<p>Grade 7</p> <ul style="list-style-type: none"> In the previous standards revision (2018), the addition of the Civics standards from 6th grade fit nicely with the content standards for middle school U.S. History. We have found that it is more conducive to for students and teachers to weave in Civics standards within the U.S. History: Exploration to 1877. There is no standard for teaching early human history - Stone Age. There needs to be. There is no standard addressed for the Fertile Crescent/Mesopotamia region. There needs to be. Please consider adding this to the framework. Prehistory/Mesopotamia should be added to the standards for Early World History. Please continue the option to offer World History in the 6th grade. Mesopotamia needs to be added to the early world history standards. Mesopotamia and the fertile crescent need to be added to Early World history. I would like to still see the option of offering Early World History in 6th grade. Continue giving schools the option to offer this course at the 6th grade level. Add Mesopotamia and the Fertile Crescent to the list of standards! If the course is no longer titled "Eastern Hemisphere" then explore early civilizations in the Western Hemisphere also, being inclusive of the Aztecs, Inca, and Mayans. Aim to include Mesopotamia, Aztec, Inca, and Mayan civilizations <p>From Hindu American Foundation:</p> <p>STANDARD 7.3 Analyze the development of civilization in Indus Valley</p> <p>Objectives:</p>	<ul style="list-style-type: none"> The Educator Review Committee stated that Seventh grade Early World History is predicated on introducing the fundamental structures and characteristics of civilizations. The Educator Review Committee stated that "Early Human History" and "Stone Age" is outside the purview of "Early Major Civilizations", but not proscribed from instruction. The Educator Review Committee stated there was considerable discussion from the committee during the summer meetings. The committee stated basic structures such as: "River Valleys", agriculture, sedentarism, social stratification, state-building, writing, etc., are all illustrated by Egypt in ways very similar to Mesopotamia-with a less complicated timeline. The Educator Review Committee stated Egypt is more straightforward for teaching the concepts. The Educator Review Committee stated Mesopotamia is a great segway to Judaism. The Educator Review Committee stated "Aztecs, Mayans, and Incas" are fascinating topics and parallels, however, it is chronologically outside the purview of Seventh Grade Early World History. The committee states these could be added instructionally but it is not necessary at a Standards level. The Educator Review Committee response to public comment to remove objective 7.3.4, "Analyze the power held by each class of the Indian caste system" is the committee stated the

Summary of Comment	MDE Response
<p>1. Compare and contrast animism, monotheism, and polytheism. Analyze how major world religions interacted over time and assess how these interactions impact the modern era.</p> <p>2. Explain the origins and foundational beliefs of Hinduism, Judaism, Buddhism, Christianity, and Islam.</p> <p>3. Trace the spread of Hinduism, Judaism, Buddhism, Christianity, and Islam across the Globe</p> <p>Comment: While I support Standard 7.7 for its addition of Hinduism to Objectives 2 and 3, Objective 1 is problematic in asking students to compare and contrast animism, monotheism, and polytheism because it relies on an Abrahamic classification of religions and should be removed. Categorizing religions as such does not adequately address Hinduism, which unlike the Abrahamic faith traditions, does not neatly “fit” under animism, monotheism, nor polytheism.</p>	
<p>Mississippi Studies:</p> <ul style="list-style-type: none"> •MS 1.2 - should this be "differentiate between" as opposed to "differentiate among" •MS 3 - in teaching this standard, should we discuss settlement or major conflicts among the settlers and the Natives? •MS 6.4 - the standards fail to include Presidential Reconstruction. Please consider adding. •MS 12.1- will MOE provide a list or more information on the "various ethnic and religious groups" in MS - I would like to know what specifically to teach. •MS 12.4 - again, it would be nice to have more information provided by MOE on the "various ethnic and religious groups" that need to be taught. • Distorted Mississippi Studies. Several public comments asked for mention of “MS State Constitution, Davis Secession, James K. Vardaman, 	<ul style="list-style-type: none"> • The Educator Review Committee will change to “between” from “among” as it better fits the meaning of the objective. MS 1.2“ Differentiate between the geographic regions of Mississippi.” • The Educator Review Committee believes that this will come up naturally in the classroom through MS.3.2 and does not need to be specified. • The objective MS 6.4 is reworded to be inclusive of both the congressional and presidential within reconstruction. MS 6.4 “ Analyze the impact of Reconstruction on Mississippi, including the new Mississippi Constitution of 1868.” • More Information will be provided in additional instructional resources. • The Educator Review Committee states these names will come up naturally in other standards (8.3). They agree that discussing

Summary of Comment	MDE Response
<p>Sovereignty Commission, Brown, Plessy” (<i>U.S. History</i> 7C.7, 7C.12, 7c.13). The Department responded: “No change needed. Content covered in Mississippi Studies.” While Mississippi Studies does mention successive Mississippi Constitutions, it mentions neither Jefferson Davis nor James K. Vardaman by name, although it does mention individuals for virtually every other period of Mississippi history (<i>Mississippi Studies</i>, pp. 77-81). This absence substantially weakens Mississippi Studies.</p> <p><i>Recommendation:</i> The <i>Standards</i> will not endorse slavery, secession, or segregation if it mentions these figures by name, or those of other famous Mississippians associated with these causes. The Department of Education should revise the Mississippi Studies Standards to include prominent Mississippians, regardless of their political beliefs.</p>	<p>these individuals will not endorse slavery, secession or segregation and several items listed in the public comment are already within the standards.</p>
<p>Introduction to Geography:</p> <ul style="list-style-type: none"> Overall, we like the proposed changes, but would like to see the introduction course changed to a regionally based concept. If the course is regionally based, teachers can focus on map skills, the five themes of geography, and specific content that is tailored to each region. We believe that this course, as currently presented, would be a great way to amp up the Advanced World Geography curriculum and add deeper thinking there. 	<ul style="list-style-type: none"> We would need to completely restructure the course and it would be repetitious within the standards. The Educator Review Committee agreed to keep the standards as they are currently written for Introduction to Geography.
<p>World History: We like the addition of the cleaner topic/units above each standard.</p> <p>Comments from Hindu American Foundation: STANDARD WH.6 Evaluate western imperialism as a force of global change, emphasizing its impact on colonized peoples and lands.</p> <p>Objectives:</p> <ol style="list-style-type: none"> Examine various social and economic factors of the spread of imperialism. Analyze the important events of imperialism in Asian and Oceania.(e.g., the establishment of Chinese spheres of influence by western powers, British colonization of India, Hawaiian annexation by the United States, U.S. Open Door Policy, Russo-Japanese War, etc.) Investigate the responses of imperialism. (e.g., Philippine-American War, Opium War, 	<ul style="list-style-type: none"> The Educator Review Committee will change the name, “Indian Rebellion of 1857” to <u>“The First War of Indian Independence”</u>.

Summary of Comment	MDE Response
<p><i>Boxer Rebellion, Indian Rebellion of 1857, Zulu Resistances in Southern Africa, etc.)</i></p> <p>Proposed Revision to Objectives:</p> <ol style="list-style-type: none"> <i>1. Examine various social and economic factors of the spread of imperialism.</i> <i>2. Analyze the important events of imperialism in Asian and Oceania.(e.g., the establishment of Chinese spheres of influence by western powers, British colonization of India, Hawaiian annexation by the United States, U.S. Open Door Policy, Russo-Japanese War, etc.)</i> <i>3. Investigate the responses of imperialism. (e.g., Philippine-American War, Opium War, Boxer Rebellion, Indian Rebellion of 1857 The First War of Indian Independence, Zulu Resistances in Southern Africa, etc.)</i> <p>Comment:</p> <p>While I support Standard WH.6 Objectives 1-2 for highlighting the consequences of British colonization in India, Objective 3 is problematic because it refers to the beginning of the Indian independence movement as the “Indian Rebellion of 1857,” and should instead be changed to the “First War of Indian Independence.” Using the term “Indian Rebellion” frames the inception of a century-long struggle from the perspective of British colonizers, instead of from the perspective of Indians who sought independence. Elsewhere in the standards, the US war for independence is referred to as the “American Revolution,” not the “American Rebellion.” As the world’s largest democracy, India should receive the same treatment as the US in the standards, and the “Indian Rebellion of 1857” should be changed to “The First War of Indian Independence.”</p>	
<p>US Government-</p> <ul style="list-style-type: none"> • Better than previous, but still a lot. There are so many objectives in each standard - could these be condensed in any way? Specifically standards 2 and 8. • 2.3 - Who should we compare the writings to? Each other? Will there be any specific writing that MDE will suggest we look at in the instruction? 	<ul style="list-style-type: none"> • The Educator Review Committee stated that the detail within the objectives helps to give clarity as to what is expected for the standard. • The writings among the authors referenced should be compared to each other. The Educator Review Committee states teachers have the autonomy to choose appropriate

Summary of Comment	MDE Response
<p>•Standard 2 is very large - seems like everything is not necessary or could possibly be condensed.</p> <p>•Standard 3 - Objectives 1, 2, 3 and 7 are very similar and could be combined.</p> <p>•6.5 - will there be a list of policies that I need to specifically teach or is this fair game to any?</p> <ul style="list-style-type: none"> • US Government- USG.1 change “democracy” to “a representative republic”; • USG.2.9 change “democracy” to “the democratic process”; • USG.2.12 add “14th amendment extended it to states”; • USG.2. 14 change “liberal democracies” to “republics”; • USG.7 change “democracy” to “republic”. <p>Comment from National Association of Scholars- Civics Alliance (New York)</p> <ul style="list-style-type: none"> • Economic Rights: The <i>Standards</i> assumes the existence of <i>economic rights</i> in the United States Government course: “Identify the importance of economic rights and explain how they are secured.” (USG 8.7) <i>Economic rights</i> are a staple of progressive polemic, but they should not be assumed to exist. Nor should they 	<p>reading from the aforementioned authors.</p> <ul style="list-style-type: none"> • The Educator Review Committee stated that the detail within the objectives helps to give clarity as to what is expected for the standard. • The Educator Review Committee states that each of the objectives, similar in nature, build upon each other and have unique curricula targets. • The Educator Review Committee states teachers will have additional instructional resources provided. • The Educator Review Committee stated the word “democracy” will remain in the standard. • The 14th Amendment does not need to be added to 2.12 because the objective seeks to investigate the first 10 Amendments to the Constitution. • The Educator Review Committee noticed the comment was referring to the 2018 standards and not the current proposed 2022 standards. • The Educator Review Committee stated the word “democracy” will remain in the standard. • The Review Committee states the comment is subjective in nature and objective 8.7 “Identify the importance of economic rights and explain how they are secured” helps to strengthen the standard, “Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy”.

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<p>be incorporated into the United States Government course, since our civil rights are political in nature, not economic. The Department should remove this item from the <i>Standards</i>.</p>	
<ul style="list-style-type: none"> •E.4.1 - these seem like they should be vocabulary words not specific to an objective in a state standard. •Standard 6 - what does it mean to "assess entrepreneurship"? How should I teach this? E6.4 seems more like the language of a standard than the actual standard. •8.1 - again these seem like they should be on a vocabulary list for this topic, not an objective in state standards. •Overall, I think this is doable however I do feel like the objectives are not meaningful enough to be in a state standard and seem more like an overview of a textbook chapter. 	<ul style="list-style-type: none"> • The Educator Review Committee states that this objective is laying the foundation for the standard. • The Educator Review Committee stated the word "assess" is "evaluate the nature of" and therefore objective E6.4 is specifically focusing on governmental policy. • The Educator Review Committee states that this objective is laying the foundation for the standard. • The Educator Review Committee states the standards and objectives are thorough and give students a basis for economics.
<p>Advanced World Geography- Many of these are identical to the Introduction to Geography course. We would love to see a more "advanced" course. The introduction to geography standards could be very specific to learning the basics and regions across the world, while the advanced course jumps more into the (5) themes of geography .</p> <p>From Hindu American Foundation: STANDARD AWG.6 Examine the characteristics and factors that contribute to the development of culture. Objectives: 1. <i>Describe the characteristics that define a culture over time.</i> 2. <i>Compare and contrast major world religions and their impact on the development and values of a culture.</i></p>	<ul style="list-style-type: none"> • The Educator Review Committee states the standards and objectives are thorough and give students a basis for Advanced World Geography. • The Educator Review Committee decided the verbs "compare and contrast" are appropriate for the objective AWG.6.2. With the word comparing students will show the likeness among world religions and with the word contrasting the students will show differences among world religions. No ranking of religions is prescribed with this objective.

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<p>3. Distinguish characteristics of folk culture and pop culture and examine each in societies.</p> <p>4. Examine the economic and political factors that affect how and where cultures spread.</p> <p>Proposed Revision to Objectives:</p> <p>1. Describe the characteristics that define a culture over time.</p> <p>2. Compare and contrast Examine how major world religions interacted with one another, and their impact on influenced the development and values of a culture.</p> <p>3. Distinguish characteristics of folk culture and pop culture and examine each in societies.</p> <p>4. Examine the economic and political factors that affect how and where cultures spread.</p> <p>Comment:</p> <p>Standard AWG.6 Objective 2 is problematic in its compare/contrast framing and should be changed to “Examine how major world religions interacted with one another, and influenced the development and values of a culture.” Standards that use a compare/contrast framework are problematic because they facilitate the ranking of some cultural facet — religion, in this case — as “better” than others which are “less than.” This exercise is counterproductive to the goal of high school Advanced World Geography coursework in appreciating diversity and its impact on the modern world. A more intellectual exercise is an Objective 2 that asks students to think critically about how faith traditions were interconnected, how they influenced one another, and their respective evolution from origin to modern day practice.</p>	
<p>African American Studies- These standards look excellent!</p>	

Summary of Comment	MDE Response
<p>Psychology I and II- Should these be taught together? For example, if a student is enrolled in Psychology I should he/she be enrolled in Psychology II?</p>	<ul style="list-style-type: none"> The Educator Review Committee when separating Psychology into two courses did so with the understanding that Psychology I would be the prerequisite for Psychology II.
<p>Western Civilization- This appears to be more of an early civilizations course rather than an actual western civilization course. Possibly consider renaming Western Civilization I, as it does not.</p> <p>From Hindu American Foundation: STANDARD WC.1 Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China. Objectives: 1. <i>Trace the development of social, political, citizenship, and economic patterns of early Mesopotamia, Egypt, China, and Indus River Valley in their emergence of power.</i> 2. <i>Explain the development of language, writing, technology, and arts of early civilizations. (e.g., Neolithic pottery, Epic of Gilgamesh, Book of Songs, the Torah, etc.)</i> 3. <i>Explain the role of religious traditions, origin of beliefs and customs of early civilizations such as cave art and the Zuni emergence tale.</i> Proposed Revision to Standard: STANDARD WC.1 Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus-Saraswati River Valley, and China. Proposed Revision to Objectives: 1. <i>Trace the development of social, political, citizenship, and economic patterns of early Mesopotamia, Egypt, China, and Indus-Saraswati River Valley in their emergence of power.</i></p> <p>Comment: While I support Standard WC.1 for highlighting ancient Indian civilizations, "Indus River Valley" should be changed to the more accurate term, "Indus-Saraswati River Valley" in both</p>	<ul style="list-style-type: none"> The Educator Review Committee states the standards and objectives are thorough and give students a basis for Western Civilization. The Educator Review Committee will make the recommended changes to the standard WC. 1. "Examine the ancient river valley civilizations, including those of <u>ancient Israel</u>, Mesopotamia, Egypt, the Indus <u>Saraswati</u> River Valley and China." and the objective WC.1.1 Trace the development of social, political, citizenship, and economic patterns of early Mesopotamia, Egypt, China, and Indus-<u>Saraswati</u> River Valley in their emergence of power.

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<p>the text of Standard WC.1 and Objective 1. Modern archeologists refer to these early civilizations as the Indus-Saraswati civilizations because they were physically centered in the valleys of two major rivers, the Indus and the Saraswati. Geological, archaeological, and literary evidence as well as Hindu scripture point to the Saraswati river as the largest river in ancient India, giving rise to the early Indus-Saraswati River Valley civilizations, before they began to decline following the drying up of the Saraswati river by 2,500 BCE.</p> <p>From Institute for Curriculum Services- WC.1, Change: “WC.1 Examine the ancient river valley civilizations, including those of <u>ancient Israel</u>, Mesopotamia, Egypt, the Indus River Valley, and China.”</p> <p>Comments: This course omits the contributions of ancient Israel and Judaism to western civilization by omitting it from standard WC.1 on ancient civilizations up to ancient Greece. Ancient Israel is the civilization in which Judaism and Christianity arose, and where the Hebrew Bible (the Christian Old Testament) was created.</p>	<ul style="list-style-type: none"> The Educator Review Committee will make the recommended changes to the standard WC. 1. Examine the ancient river valley civilizations, including those of <u>ancient Israel</u>, Mesopotamia, Egypt, the Indus <u>Saraswati</u> River Valley and China.
<p>U.S. History-</p> <ul style="list-style-type: none"> Objectives 4,5 and 9,10 in US.5 Standard for "U.S. History: 1877 to Present" should be placed in US.6 Standard. US.5 focus just on the 1920s; move standards 9 and 10 to US.6 US.4 separated into two separate standards. There is a great deal of information within this one standard. US.5 Combine objectives 6 and 7 US.5 Combine objectives 2 and 8 US.7 Add MacArthur to objective 2 	<p>** These revisions will remain in effect until such time that the U.S. History Educator Committee further reviews and revises the standards for the new U.S. History End of Course Assessment.</p> <ul style="list-style-type: none"> The Review Committee stated the detail within the objectives 4,5,9, and 10 helps to give clarity for the standard USH 5. The Educator Review Committee stated the detail within the objectives helps to give clarity as to what is expected for the standard. Though similar in nature, objectives 2,6, 7, and 8 each help provide clarity to the standard. Douglas MacArthur is already listed in the examples of objective USH 7.2.

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<ul style="list-style-type: none"> US.8 Eliminate objective 1; not necessary <p>From a district:</p> <ul style="list-style-type: none"> Objective 1.5 and Objective 3.3 seem very repetitive. 2.3 - needs a comma between the American Federation of Labor, the Industrial Workers of the World 2.3 - capitalize Industrial Workers of the World Objective 9.6 - the term "drug abuse" fits better in Standard 10 with the War on Drugs For the sake of consistency and professionalism, please consider adding a period to the end of all objectives. This would go for the whole document. 5.2 - Is H.L. Mencken absolutely necessary? Organization but it seems like 5.9 and 5.10 fit better with the Great Depression standard (Standard 6) 8.1- this seems like a wasted objective - this will happen naturally in the teaching of this content and is more likely needed to be added as a vocabulary word for the topic, not a specific objective. 	<ul style="list-style-type: none"> The objective USH 8.1 is foundational for the standard. The Educator Review Committee maintains that each of the objectives, similar in nature, build upon each other and have unique curricula targets which support the standard they are associated with. For standard 2.3, the grammatical errors have been corrected. In objective 9.6, the example of "drug abuse" is just one of the examples to show how the governments have responded to demographic and social changes during the time period of the standard USH 9. Punctuation errors have been corrected. H.L. Mencken in objective 5.2 will be removed from the examples. The objectives 5.9, "Analyze the Great Depression for its impact on the American family" and 5.10, "Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression" support the standard USH 5 "Evaluate the impact of social and economic changes and the conflict between traditionalism and modernism in the 1920s through the 1930s". The objective 8.1 provides explicit instruction as a foundation for the standard.

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<ul style="list-style-type: none"> 8.2 - Is it vital that students be able to locate Hungary on a map for US History - I don't teach it separately from "Satelite Nations". I would say the same for Poland. However, if it is necessary, it seems more fitted to Standard 7: World War II. 8.10- Can this specifically list some government efforts to control the spread of communism? ex. McCarthyism, blacklisting, HUAC. 12.2- When it says "Describe the reactions to..." what does that mean exactly? Does it mean what was America's response at that time or how we view it now? What reaction should I teach to TSA or Homeland Security? Also, what domestic terrorism do we need to know? Is this the Oklahoma City bombing? I just feel very overwhelmed by this objective, and I feel like I may need some resources to help with this one. I hate to just teach one event after another, but it feels like it doesn't flow together very well. 12.3 - Do we just need to know who ran in/won these elections? <p>Comments from the National Association of Scholars-Civics Alliance (New York)</p> <p>Explaining Away Conservativism: A public comment on <i>United State History</i> USH 10.1 astutely notes that "Revisions ask students to evaluate the conservative movement as a response to 'social, economic, and environmental' issues rather than appraising the issues." The Department erred when it made no change in response to this comment. The <i>Standards</i> does not ask students to evaluate the Civil Rights movement, the women's movement, or the environmental movement as responses to other developments. (p. 99 [<i>United States History</i> USH 9.3-5]) The <i>Standards</i> should treat the conservative movement in the same manner.</p>	<ul style="list-style-type: none"> In objective, 8.2, Hungary is just one of the nations listed in the examples and it will remain as part of the examples. The Educator Review Committee states teachers will have additional instructional resources provided. The Educator Review Committee states teachers will have additional instructional resources provided. The Educator Review Committee states teachers will have additional instructional resources provided. The Review Committee states the verb "evaluate" provides clarification on how the standard should be taught.

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<p>History of the Ancient Middle East-</p> <p>From Institute for Curriculum Services- History of the Ancient Middle East (HAME), high school, elective course, p. 137, HAME.2 Trace the relationship of people, places, and environments from B.C. to A.D., objective 2, Retain and Change: “HAME 2.2 Examine the conflicts <u>in the Eastern Mediterranean</u> over the land of Palestine from 2000 B.C to 100 A.D.”</p> <p>Comments: The Eastern Mediterranean was situated at the crossroad of empires. Narrowing the focus to an area later called Palestine erases the historical context of the various empires that ruled the Eastern Mediterranean (Egyptian, Babylonian, Assyrian, Persian, Greek, Roman). Conflicts in the region were not limited to the land of Israel but extended around the ancient Middle East in the Eastern Mediterranean</p> <p>HAME.7 Analyze the development of social and political systems in the ancient Middle East objective 4, Change: “HAME 7.4 Analyze the development and expansion of various legal systems. (e.g., Hebrew <u>Israelite</u>, Roman, Sumerian, Egyptian, etc.)”</p> <p>Comments: During the period of Jewish history when the Israelite legal codes were developed, the name of the people was the Israelites, not Hebrews.</p> <p>HAME.7 Analyze the development of social and political systems in the ancient Middle East objective 4, Change: “HAME 7.6 Summarize the effects of early religious teachings on ancient and modern social structures. (e.g., Hebrew <u>Jewish</u>, Christian, Roman, Persian, Egyptian, Sumerian, etc.)”</p> <p>Comments: The early religious teachings of Judaism developed over a 1,000 year period of Jewish history, and during this period the name of the people changed from Hebrews to Israelites to Jews. Only the first three generations were addressed as Hebrews. To be as encompassing as possible, it is best to use the name “Jewish” rather than “Hebrew</p>	<ul style="list-style-type: none"> • The Educator Review Committee chose to make the following changes to HAME 2.2 “Examine the conflicts <u>in the Eastern Mediterranean</u> from 2000 B.C. to 100 A.D.” • The Educator Review Committee chose to make the following changes to HAME.7.4 “Analyze the development and expansion of various legal systems (e.g., <u>Israelite</u>, Roman, Sumerian, Egyptian, etc.)”. • The Educator Review Committee chose to make the following changes to HAME. 7.6 “Summarize the effects of early religious teachings on ancient and modern social structures. (e.g., <u>Jewish</u>, Christian, Roman, Persian, Egyptian, Sumerian, etc.)”.