



MINUTES
SOCIAL STUDIES STANDARDS RECOMMENDATION COMMITTEE
MARCH 3, 2016

The Standards Recommendation Committee met for its tenth scheduled meeting in Tennessee Higher Education Commission's board room at 9:00 AM CT.

Present.....10

Absent.....0

Mr. David Barrett

Ms. Pamela Bobo

Mr. Bill Carey

Mr. William Freddy Curtis – Vice Chair

Dr. Shannon Duncan

Mr. Louis Gallo

Ms. Katherine Petko

Ms. Marsha Rains

Mr. Jason Roach - Chair

Mr. Todd Wigginton

9:10 AM

Mr. Jason Roach called the meeting to order. He noted that it might be a long day, but that folks want to get to basketball games. **Mr. Roach** welcomed everyone and wanted to recognize the legislative assistant from Rep. Martin Daniel's office.

Mr. Roach asked for a motion to adopt today's agenda.

ACTION: **Ms. Marsha Rains** moved acceptance. **Mr. Todd Wigginton** seconded. The motion passed unanimously.

Mr. Roach asked for a motion to accept the February 24, 2017 meeting minutes.

ACTION: **Mr. Freddy Curtis** moved acceptance. **Ms. Rains** seconded. The motion passed unanimously.

Mr. Roach asked the educator advisory team to introduce themselves. **Dr. Kevin Krahenbuhl** from Middle Tennessee State University introduced himself as a high school committee member. **Ms. Karen Stanish** introduced herself as a teacher from Knoxville's L&N Stem Academy.

Mr. Roach recognized **Mr. Drew Lonergan** from Rep. Martin Daniel's office to speak to the committee. **Mr. Lonergan** thanked the committee for the opportunity to speak. He noted that the representative's office is keeping tabs on the high school civics standards and the ways that the state is teaching students about historic events. **Mr. Lonergan** said that he would be sitting in and taking note of what was discussed in the committee meetings, for accountability purposes. **Mr. Lonergan** noted that Rep. Daniel's office has legislation this year (HB 515) to require that students

pass a civics test (as administered by the U.S. Citizenship and Immigration) in order to graduate from a Tennessee high school.

Mr. Curtis clarified that, at present, students only have to take the test. This legislation would require that students pass with at least 70% to graduate. **Dr. Kadie Patterson** also discussed an amendment to that bill, and **Mr. Lonergan** mentioned other bills to amend last year's bill requiring the test.

Mr. David Barrett asked if it has been considered that in some districts, there are up to 10% of students who are not citizens of the country. He noted that LEAs are required to educate the children regardless, so it's an interesting concept that you may have people who are not citizens but are required to take a civics test in order to graduate—there is a disconnect between different state laws. **Mr. Lonergan** said that the bill is still in its early stages and that he is looking to do more research on what the effects of that would be.

Dr. Shannon Duncan also mentioned that there are numerous transient students or students who come to Tennessee later in their educational career; so if a student were to come in at their junior year without learning the Tennessee standards all along, it would be a burden for them to pass the test. **Mr. Roach** thanked **Mr. Lonergan** for coming to speak to the committee.

Mr. Roach acknowledged the literature given to the committee by the Holocaust Commission and appreciates their interest in the standards review process.

Ms. Leigh Cummins took the roll for the meeting.

Mr. Roach suggested the committee begin working to review the high school economics standards.

Economics

Mr. Roach asked that first the committee motion to adopt the entire proposal, then go step by step with revisions.

ACTION: **Ms. Rains** motioned to adopt the standards as proposed. **Dr. Duncan** seconded. The committee did not vote on this motion, but rather a different committee member moved for adoption of the economics proposal and that motion was adopted at the end of the committee's discussion of the course.

The committee initiated discussion of the course. **Mr. Roach** asked what the committee has proposed; **Ms. Stanish** replied that E.07 would be revised. **Ms. Rains** clarified what that change would be.

ACTION: **Ms. Rains** motioned to accept the educator advisory team's recommendation to revise standard E.07 to remove the historic examples of effectiveness. **Mr. Curtis** seconded. The motion passed unanimously.

Mr. Barrett noted that he had a couple of recommended changes to the course standards. He mentioned that he wanted to revise E.10-12. **Mr. Curtis** suggested making a change to the

overview rather than changing the content of the standards. **Dr. Krahenbuhl** said that as written, the overview is comprehensive and includes market and free market economies; but, he is not opposed to the change. The committee decided not to bring forth this revision as a motion.

Mr. Barrett questioned the rationale behind E.20 and wondered why the educator advisory team wrote it in that way. **Ms. Stanish** said that the team took pieces of what is in the current standards and combined them to form this standard. **Ms. Rains** clarified that it is addressed in the current standards, and **Ms. Stanish** confirmed that—except that the curriculum piece has been removed in the proposed draft standards.

Mr. Bill Carey said he finds it fascinating that only recently did humans begin using paper money and wonders if it is covered in the course. **Ms. Stanish** said that it is included with the creation of the Federal Reserve. **Mr. Carey** replied that it's a really interesting topic and changed the world. **Ms. Stanish** said they don't dive in too much into the history, because it's only a half-credit class—she's been teaching economics for 12 years and there isn't time to focus on that, among other important topics. She said they have to focus on the theory.

ACTION: **Mr. Barrett** moved to change the wording of E.27 to “Explore the role that research and development, equipment and technology, and the training of workers has in increasing productivity.” **Mr. Todd Wigginton** seconded the motion. Following the discussion below, the motion passed unanimously.

Mr. Barrett highlighted E.27 and said that the way it is stated is that it is a guaranteed fact, but that it is not always the case. **Mr. Wigginton** asked for the thoughts of the educator team. **Ms. Stanish** and **Dr. Krahenbuhl** liked that improvement and said his comments are spot on.

Mr. Roach asked a question on E.29. He wondered how much curriculum it would take for a student to perform that standard. **Ms. Stanish** said she doesn't think it would take long at all. **Mr. Roach** wondered how students can be empowered by this standard and what would go into that lesson. **Ms. Stanish** said it would be grouped with E.30, and she would want students to look directly at budgets and break it into percentages. **Mr. Barrett** added that if he were designing curriculum for the standard, he would do more—he would explore taxes, allocation of funds, government funding, and different levels of funding.

Mr. Roach wanted the committee to make sure that, in writing a performance standard, they think about what is implied in the standard. He likes that this is ambiguous enough that if he were teaching this in Hawkins County, he could plug in content local to his county to bring in examples important to his students.

Mr. Carey noted that the word “bond” never appears in the course. **Mr. Barrett** said that he thinks it's implicit, and **Mr. Roach** agreed—the more specific the standard, the greater the chance that the standards limit what a teacher includes.

ACTION: **Mr. Barrett** motioned to edit E.39 to read “Define gross domestic product (GDP), economic growth, unemployment, and inflation, and explain how they are calculated” and to delete E.40 as written. **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

Mr. Curtis discussed combining E.39 and E.40, and **Mr. Barrett** said he also thought about that. **Mr. Barrett** wasn't sure how important it was to combine them; he also noticed the possibility of combining E.48 and E.49 and wondered what the educator committee's thoughts were. **Mr. Curtis** also asked the educator team for their thoughts, and **Ms. Stanish** and **Dr. Krahenbuhl** thought that was a good revision.

ACTION: **Mr. Barrett** motioned to delete E.48. **Mr. Wigginton** seconded. Following the very brief discussion below, the motion passed unanimously.

Mr. Wigginton asked if E.49 can be taught without implicitly teaching E.48, and **Ms. Stanish** said yes.

ACTION: **Mr. Carey** motioned to add "(i.e., taxes and bonds)" into E.29. **Ms. Pamela Bobo** seconded. Following the discussion below, the motion passed unanimously.

Mr. Carey said that he is bothered by the vagueness of E.29. He mentioned what is happening on the federal level and discussed how they float bonds without raising taxes. He mentioned that he might like to insert "including the floating of bonds" at the end of the standard. **Mr. Curtis** suggested instead saying "(i.e., taxes and bonds)".

Ms. Stanish said this topic would already be discussed in her classroom, and **Dr. Krahenbuhl** agreed—if methods of revenue are discussed, there are only limited methods. He said that it's a different question if students actually understand it, but it is discussed. **Dr. Duncan** said that for her the question is how the revenue is handled at the federal, state, or local levels. **Mr. Roach** said he has never taught economics, but in adding parenthetical phrases, teachers are going to focus on that. He worries that the more specific the standard, the less a teacher might cover.

ACTION: **Mr. Curtis** motioned to adopt all the economics standards with changes. **Ms. Bobo** seconded. The motion passed unanimously.

Mr. Roach asked the committee to next consider U.S. Government and Civics, since that is what **Mr. Lonergan** was present to observe and **Mr. Curtis** was most excited to review.

U.S. Government and Civics

ACTION: **Mr. Curtis** motioned to adopt the proposal. **Mr. Barrett** seconded. Following the amendments and discussion below, the motion passed unanimously.

Mr. Curtis wanted to discuss GC.09, GC.11, and GC.27, with the proposed changes by the educator committee. He asked **Ms. Stanish** for the committee's rationale in proposing these revisions.

ACTION: **Mr. Curtis** motioned to add the word "examine" (as proposed by the educator team) to GC.09. **Mr. Lou Gallo** seconded. The motion passed unanimously.

ACTION: **Mr. Curtis** motioned to change GC.11 to "Describe the census and its role in redistricting and reapportionment, including the role of *Baker v. Carr*." **Ms. Bobo** seconded. Following the brief discussion below, the motion passed unanimously.

Mr. Curtis explained how critical this case is, as well as its relationship to the state of Tennessee. **Mr. Carey** agreed and described why he thinks this is a good change.

ACTION: **Mr. Curtis** motioned to revise GC.27. **Mr. Barrett** seconded. Following the discussion below, the motion was dropped in favor of the following amendment.

Mr. Wigginton clarified that the committee is only adding “and explain.” **Mr. Barrett** discussed the importance of Title IX, but that women are not a minority in the U.S. He suggested striking the word “minority” and replacing it with “underserved”.

Mr. Curtis confirmed that those cases are regarding minority rights. **Mr. Barrett** agreed—but is concerned because Title IX is mentioned, but women are not a minority group. **Mr. Roach** asked if a good term might be “injured class,” but **Mr. Carey** said it’s easier to just remove “minority.” **Ms. Rains** said she likes the term “underserved populations.” She said when Title IX was implemented, women were a minority and universities didn’t have as many women; what was a minority may or may not be today. **Mr. Roach** asked if “minority” would be implied if Title IX is mentioned.

Mr. Curtis said that this standard is building up to what is being done currently. **Mr. Wigginton** asked if, in the standard, the bulleted cases are tied to each of the listed groups. **Mr. Curtis** replied that it doesn’t look like it. **Mr. Wigginton** observed that specific minorities are listed along with the cases, but they don’t correspond.

Mr. Barrett searched *U.S. v. Carolene Products* and the committee discussed why the case was relevant and important. **Mr. Carey** acknowledged that he isn’t a government teacher, but wondered if the government teachers in the room know all the cases listed; **Ms. Stanish** and **Mr. Curtis** said they absolutely do. However, **Ms. Stanish** said she doesn’t know *U.S. v. Carolene Products*. **Mr. Curtis** attempted to explain why he thinks the case is critical to include, but he wasn’t sure that there is a case bulleted that addresses American Indians.

ACTION: **Mr. Wigginton** motioned to amend and send GC.27 back to the educator advisory committee (with these comments) to revise. **Mr. Barrett** seconded. The motion passed unanimously.

ACTION: **Mr. Barrett** motioned to revise GC.31 to “Describe what should be reasonably expected from any citizen or resident of the United States, and explain why it is important for the well-being of the nation, including:” then maintain the bullet points. **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

Mr. Carey asked for **Mr. Barrett’s** rationale for the proposed revision. **Mr. Barrett** thought the term “obligation” implied a mandate, which is true for some bullet points but not others. He said the bullets are issues of freedom. **Mr. Curtis** noted that they are listed this way because that’s how it is written on the immigration and civics test.

Mr. Barrett suggested placing that information into a supplemental document instead. He has an issue with mixing laws and freedoms. **Mr. Curtis** acknowledged that, but said this language came verbatim from the test. **Mr. Carey** asked if they could use **Mr. Barrett’s** suggestion along with the

list and accomplish both. **Mr. Barrett** said they could add “including” onto the end. **Mr. Roach** asked if there was any objection to the change in **Mr. Barrett’s** motion; no one objected.

Mr. Curtis asked to go on record suggesting in the supplemental document that the Tennessee Blue Book be utilized as a resource in teaching this course.

ACTION: **Mr. Curtis** proposed revising GC.01 to add “Thomas Hobbes” to the listing of philosophers. **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

Mr. Curtis discussed that Thomas Hobbes was left off of the list. **Ms. Stanish** said the educator committee had a long discussion about including Hobbes or not, and he was not included after a vote. **Mr. Curtis** acknowledged that it would add a good bit of content for teachers, but he thinks it is important and that most teachers address it.

Mr. Lou Gallo asked what exactly Thomas Hobbes’s influence was on American government. He could see Locke and Montesquieu, but Hobbes is more unclear to him. **Mr. Carey** said he knows that these European thinkers were important, but wondered why no names of Americans are mentioned in this section. **Mr. Curtis** said he believes that is probably because Americans were writing the Declaration of Independence (in GC.02). He said teachers will include it in GC.01 and GC.02 regardless. **Mr. Gallo** suggested changing the word “influences” to “philosophies”.

ACTION: **Mr. Gallo** motioned to revise GC.01 to say “Examine the philosophies of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and their influence on the foundation of American government (e.g., Greek democracy, Roman republic, Magna Carta). Following the comment below, **Mr. Gallo** withdrew his motion.

Mr. Barrett said that grammatically that meant that Greek democracy, etc. would be the foundation of the government.

ACTION: **Mr. Gallo** motioned to send GC.01 to the educator advisory team to revise the wording of the standard. **Mr. Curtis** seconded. The motion passed unanimously.

10:30 AM

The committee took a break.

10:50 AM

The committee resumed meeting. **Mr. Roach** introduced a guest, **Mr. Alfonso Jones** from Glencliff High School who was shadowing **Ms. Laura Encalade** for Youth in Government.

Psychology

ACTION: **Ms. Rains** motioned to adopt the psychology standards. **Mr. Wigginton** seconded. Following the discussion and amendments below, the motion passed unanimously.

Ms. Rains mentioned to the committee that she teaches psychology at the college level.

Mr. Roach asked if the educator advisory team has any thoughts on further revisions and the feedback. **Ms. Stanish** said that much of the feedback was positive. **Ms. Rains** noted that there was very little online feedback, which skewed the percentages. One person disliked all of the standards and she wondered if that person doesn't understand or teach psychology.

Mr. Roach asked if the SRC has any concerns. **Mr. Barrett** responded that there are numerous standards that are simply "describe"—for example, P.16 or P.17. He thought that some of these could be combined or reduced. **Mr. Barrett** also wondered if some of these are standards or if they are topics. He recognized that there are 85 standards for the course and found 28 that he thinks can be combined or deleted. **Mr. Barrett** emailed his suggestions to **Dr. Kadie Patterson** to project on the screen for the committee to view.

Mr. Barrett discussed eliminating P.07 and P.08, noting that it doesn't prohibit a teacher from including that content anyway. **Ms. Rains** agreed, saying that P.06 could take care of P.07 and P.08. **Ms. Rains** suggested that students who are deeply interested in psychology will go on to take either AP or college courses—this course doesn't need to be extremely high-level, but rather more of an introductory elective.

Mr. Barrett believed that P.14 and P.15 were redundant from P.12. He said most of the semester courses have 40 or 50 standards, but this one has 85. The committee discussed that in some districts the course is one year and in others it is one semester—seemingly dependent on if it is dual credit/dual enrollment or not.

Mr. Barrett suggested combining P.16 and P.17. He questioned the applicability and purpose of P.21. **Ms. Rains** concurred, wondering if this content is necessity or minutia. **Mr. Gallo** explained that he taught AP Psychology eight years ago and that there was a lot of science in the course (he approximated 25-30%). He said it was very difficult for a social studies teacher to teach, and a good portion of what he focused on was definitions and descriptions, with application coming later on. **Mr. Gallo** doesn't think that the descriptors need to be much higher on Bloom's taxonomy.

Mr. Roach recognized **Mr. Barrett's** numerous suggestions and asked **Mr. Barrett** to continue providing his rationale. **Mr. Barrett** thought that P.29-31 could be combined or reworded to cover a lot of "perception".

Ms. Rains suggested sending **Mr. Barrett's** comments back to the educator advisory team to consider and also find a psychology teacher or two to get feedback on those revisions.

ACTION: **Mr. Barrett** motioned to send the psychology standards as presented back to the educator advisory team for review and revision, using notes from the March 3rd meeting for consideration. **Ms. Rains** seconded. The motion passed unanimously.

Ms. Rains said she's happy to help facilitate other psychology teachers looking at the standards for revision.

Contemporary Issues

ACTION: **Mr. Curtis** motioned to adopt the draft standards for the course. **Mr. Barrett** seconded. Following the amendments and discussion below, the motion passed unanimously.

Mr. Carey asked if it is known how many high schools offer the course. **Dr. Patterson** pulled up a chart showing how many districts offer it and how many students take it. **Mr. Carey** asked additional questions about the African American history course. The committee saw data that showed how Contemporary Issues is the most commonly offered and taken elective course at the high school level, with 96 high schools offering it.

The educator advisory team offered a few suggested changes.

ACTION: **Mr. Curtis** motioned to adopt the educator team’s proposed changes for CI.15, to increase the rigor by changing the verb from “identify” to “compare and contrast.” **Mr. Wigginton** seconded. The motion passed unanimously.

ACTION: **Mr. Barrett** motioned to revise CI.19, rewording it to say “Compare and contrast major world religions (e.g., Buddhism, Hinduism, Judaism, Christianity, and Islam) and analyze how these religions complement or conflict with each other in today’s world.” **Mr. Wigginton** seconded. Following the lengthy discussion below, the motion passed unanimously.

Mr. Roach discussed the proposed revision for CI.19, which **Ms. Stanish** said was modeled after the content at the middle school level. **Ms. Stanish** said they identified the five major world religions, based on what is in the current standards. Although Sikh advocates contacted the committee about being a large religion, the committee left the religion off the list for the SRC to decide.

Mr. Curtis discussed that CI.19 had one of the lowest keep rates and asked the educator team what some of those comments were. **Ms. Stanish** read aloud some of comments. **Mr. Barrett** had a different suggestion, revising the standard to instead say “Compare and contrast major world religions (e.g., Buddhism, Hinduism, Judaism, Christianity, and Islam) and analyze how these religions complement or conflict with each other in today’s world.”

Mr. Roach said his concern is in not defining what the five major religions are; **Mr. Barrett** said he would define these based on the number of adherents along with Judaism, because of its history. **Mr. Roach** agreed, but said that other teachers may not have the same five major religions. **Mr. Barrett** suggested instead keeping the five religions in parentheses, but not maintaining the bullet points. **Mr. Roach** said that in middle school these are the definite five major world religions, so they should be at least in parentheses and listed here for consistency. **Mr. Wigginton** asked **Dr. Patterson** about the information received by the state on Sikhism.

Mr. Wigginton asked for the educator team’s input. **Dr. Krahenbuhl** and **Ms. Stanish** said that the bullets were there for consistency’s sake, and were continued from the middle school level.

ACTION: **Mr. Curtis** motioned to adopt the educator team’s proposed revision to CI.23. **Mr. Wigginton** seconded. The motion passed unanimously.

ACTION: **Mr. Barrett** motioned to revise CI.09 to read “Analyze the causes and effects of extremism, and identify the historical roots of terrorist attacks.” **Ms. Bobo** seconded. **Mr. Roach** asked for a vote by raise of hand. Following the lengthy discussion below, the motion failed with a vote of 3 ayes to 4 nays.

Mr. Barrett discussed issues with the list of terrorist and extremist groups in CI.09. He said he has no issue with identifying tactics or causes and effects of extremism, but the labeling of groups is concerning. **Mr. Roach** asked if the committee is labeling the groups or if federal agencies have labeled them; **Ms. Stanish** said the educator team used federal government information.

Mr. Carey said that the Boston Tea Party is incomparable to bombing buildings. **Mr. Wigginton** said there are active components of all groups on the lists, tying into the historical roots. **Mr. Barrett** suggested asking people in Vietnam or Cambodia if incidents in their countries were terrorism. **Mr. Carey** agreed, but said these groups should still be taught. **Mr. Barrett** said that if the list is removed, then students can do their own research in identifying or finding a terrorist group.

Mr. Carey asked the educator team what the feedback was from reviewers who wanted to revise or remove the standard. **Dr. Krahenbuhl** read aloud the comments, noting that they are all over the map. **Mr. Barrett** brought up the Soviet invasion of Afghanistan, acknowledging that when it suits our purpose, we call individuals terrorists.

Mr. Curtis recognized that this was a new standard and that the course’s standards were heavily revamped. **Mr. Wigginton** explained that semantically, the list is identifying that extremists in the groups use terrorist tactics; however, he is ok with removing the list. **Mr. Gallo** said that he isn’t sure about removing the list; he highlighted Munich or the World Trade Center, with groups that self-identify as terrorists or utilize terrorist tactics.

Mr. Roach said that while he loves this conversation, the committee needs to focus on what the best performance standard for students would be for this course. **Mr. Roach** said he understands what **Mr. Barrett** is saying, but he is just fine calling Al-Qaeda or ISIS or the Taliban terrorists, noting that they tried to blow him up a few times. But, he is also fine with pulling the list, knowing that as a teacher he would be using those same examples anyway.

Mr. Wigginton asked if they could instead say “Analyze the causes and effects of extremism, and identify the historical roots of terrorist attacks.” **Mr. Curtis** noted that by the time these standards take effect, the “e.g.” may be outdated, with a new group out there to discuss or use as an example. **Ms. Stanish** said that the educator team’s goal was to highlight the extremism. **Mr. Carey** said that it benefits the standard to have the list though, to show that terrorism isn’t just a new thing and that extremist groups have been around for a while.

Mr. Wigginton clarified with **Dr. Duncan** that she appreciated having a spectrum of examples included there. **Ms. Rains** searched online to see what other states have in their standards. She highlighted lists from Connecticut and Ohio, which named groups like Hezbollah, Hamas, ETA, etc.

ACTION: **Mr. Wigginton** motioned to revise CI.09 to read “Analyze the causes and effects of extremism, and identify the historical roots of terrorist attacks (e.g., PLO, IRA,

Al-Qaeda, Taliban, ISIS, the Black Hand, KKK, etc.)”. **Mr. Curtis** seconded. The motion passed with a vote of 7 ayes to 2 nays.

ACTION: **Mr. Barrett** motioned to revise CI.16 and remove the parenthetical list. **Mr. Gallo** seconded. Following the discussion below, the motion passed unanimously.

Mr. Barrett explained that in giving that list, it’s unclear if a teacher will discuss everything on that list. **Mr. Carey** said that the list is problematic because the examples in the list are going to change in priority over time. **Mr. Gallo** said the list is vague and may change frequently.

ACTION: **Mr. Barrett** motioned to revise CI.22 to instead say “examine the role of English as a global language today.” **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

Mr. Barrett asked the educator team about CI.22. **Mr. Barrett** wondered about the term “lingua franca,” acknowledging that he agrees with the content but thinks the terminology may be difficult especially for parents. **Mr. Roach** asked if there is a different phrase to use to describe a similar concept.

Mr. Carey asked, as a teacher, if **Mr. Gallo** likes this wording; **Mr. Gallo** doesn’t teach this, but asked the educator committee for their thoughts. **Ms. Stanish** said that “lingua franca” is the academically accepted term, and the committee intentionally wanted to have that in the standards. **Mr. Roach** wondered if they could include lingua franca in parentheses. **Mr. Barrett** said he’d rather leave it as he proposed. **Dr. Duncan** doesn’t think this steps on any toes of foreign language learning.

Mr. Barrett asked the educator team about their rationale on CI.24. **Mr. Barrett** said he struggled with the wording of this standard. **Dr. Duncan** said she could see where this would be fairly subjective, and **Mr. Wigginton** liked that. **Mr. Roach** said he remembered taking this class in high school and that it was one of his favorites—students learned a lot through debate. He thought it allows students to dig deep into the content.

Mr. Barrett asked if the committee had any thoughts on patterns of discrimination. **Ms. Rains** brought up Title IX again, with regard to women in sports—she was unsure if Title IX fixed the problem. She also considered how the country has become more diverse and if patterns of discrimination still exist. **Mr. Curtis** said this is similar to one of his current sociology standards. **Mr. Carey** noted that 27 teachers wanted to keep this standard, with only one wanting to review it and one to remove.

ACTION: **Mr. Barrett** motioned to revise CI.25 to say “Identify public health efforts, and explain their effects in the United States and around the world today.” **Dr. Duncan** seconded. The motion passed unanimously.

Mr. Barrett brought up CI.25 for discussion. **Dr. Duncan** was not opposed to changing the wording, but she did want the standard to have some sort of direction or scope. Because the course is ever-evolving, she thought that this wording could make it too narrowly focused and perhaps provide examples for the scope of discussion. **Ms. Rains** didn’t like the removal of the list. **Mr. Curtis**

suggested just changing the i.e. to e.g., not limiting the list of examples. **Mr. Barrett** was okay with including a list to be written with e.g.

Mr. Wigginton asked if the educator team had any other feedback or thoughts to share with the committee; they did not.

12:15 PM

The committee took a break for lunch.

1:05 PM

The committee resumed meeting.

Tennessee History

ACTION: **Mr. Curtis** motioned to adopt Tennessee History draft standards as introduced. **Ms. Rains** seconded. Following the amendments and discussion below, the motion passed unanimously.

Mr. Carey asked the educator team if they leaned on the Blue Book; **Dr. Krahenbuhl** confirmed that the committee did utilize it as a resource. **Mr. Carey** mentioned that even the titles of the sections came from the Blue Book. **Mr. Curtis** asked **Dr. Patterson** if she knew how many schools teach Tennessee History (at present) with permission/waiver. **Dr. Patterson** did not know the exact number, but could say that it is a lot.

ACTION: **Mr. Barrett** motioned to add Nissan, Toyota, Volkswagen, Hospital Corporations of America (HCA), and Eastman Chemical Company to TN.59. **Ms. Bobo** seconded. Following the discussion below, the motion passed unanimously.

Ms. Katherine Petko mentioned Eastman Chemical Company, with heavy economic significance in East Tennessee. **Mr. Carey** noted that Tyson Foods, RC Cola, GooGoo Cluster, and Moonpie are not actual companies—just brands. **Mr. Carey** also said that Amazon is not based in Tennessee and is not most relevant. He believed the list should only keep AutoZone and FedEx. **Ms. Rains** looked up a Fortune 500 list (as of 2016) and read aloud that FedEx, HCA, Dollar General, AutoZone, then Eastman Chemical Company were listed as most profitable Tennessee companies.

ACTION: **Mr. Carey** motioned to delete GooGoo Cluster, RC Cola, Tyson Foods, Moonpie, and Amazon from TN.59. **Mr. Barrett** seconded. Following the discussion below, the motion passed with 8 ayes and 1 nay.

Mr. Barrett noted that the stem of the standard refers to “industries” and wasn’t sure that the businesses currently listed are that important. **Dr. Duncan** wondered if this standard is supposed to be about the largest industries or the more unique, diverse industries. **Mr. Carey** mentioned that Jack Daniels would be the most likely niche standard, as a well-known brand. **Dr. Patterson** reminded the committee that students are not old enough to drink and that the standard would be inappropriate (as would any reference to Bonnaroo).

ACTION: **Mr. Barrett** motioned to add a new standard that mentions significant and/or famous products made in Tennessee, with the educator advisory team writing the standard utilizing the SRC's discussion. **Mr. Curtis** seconded. Following the discussion below, the motion passed unanimously.

Mr. Barrett and **Mr. Roach** both discussed that even if alcohol products (e.g., moonshine or whiskey) aren't explicitly in the standards, teachers may choose to discuss them as significant Tennessee products. **Mr. Wigginton** said it might be best to include brands in a list of e.g. The committee wanted to include: Goo-Goo Cluster, Moonpie, RC Cola, Mountain Dew, and possibly others.

ACTION: **Ms. Rains** motioned to revise TN.59 by removing the word "industries." **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

Ms. Rains said that she is hung up on TN.59, because it only provides examples of businesses—not industries. She wondered if there should be a separate standard featuring industries. **Mr. Carey** said that the standards discuss industries elsewhere and thinks that it could be removed here. **Ms. Rains** disagreed, saying that there is more than just these businesses. **Mr. Barrett** felt that the businesses contribute enough to the state (as a whole) that he doesn't think that industry necessarily needs to be included.

Ms. Petko mentioned to the committee that she researched RC Cola and sees that it actually originated in north Georgia. She noted that the educator committee might revise the standards to reflect that.

ACTION: **Mr. Barrett** motioned to add the National Civil Rights Museum to TN.58. **Ms. Bobo** seconded. Following the discussion below, the motion passed unanimously.

Ms. Rains commented that she thinks the Civil Rights museum is more serious than the other bulleted places/events in this standard (as are the Civil War sites). **Mr. Carey** said he thinks it is okay for the museum to be there, and that it is a really big deal. **Ms. Rains** said the Civil Rights Museum is more educational, while the others are more cultural. **Dr. Duncan** wondered why the CMA Fest can be included, but not Bonnaroo. **Dr. Patterson** said that it's because of the drug/alcohol associations with Bonnaroo.

ACTION: **Ms. Bobo** motioned to add Wilma Rudolph to TN.57. **Mr. Carey** seconded. The motion passed unanimously.

ACTION: **Mr. Carey** motioned to correct an error in TN.52, changing it to "1950s-1960s". **Mr. Curtis** seconded. The motion passed unanimously.

ACTION: **Mr. Curtis** motioned to add Frank Clement to TN.52. **Ms. Bobo** seconded. The motion passed unanimously.

ACTION: **Ms. Bobo** motioned to add Tent City to TN.53. **Mr. Wigginton** seconded. Including the discussion below, the motion passed unanimously.

Mr. Wigginton wondered if Tent City was sufficient, or if they should clarify that it's within Fayette County. **Mr. Carey** said either works.

ACTION: **Mr. Barrett** motioned to amend TN.58, removing the National Civil Rights Museum and placing it in TN.54 "Describe the purpose of Martin Luther King Jr.'s presence in Memphis, the circumstances leading to his assassination, and the placement of the National Civil Rights Museum at the Lorraine Motel." **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

Mr. Carey said he wouldn't mind changing it to cover the circumstances of his assassination as well, since it is a major part of history that many students don't know. **Mr. Roach** wondered if teachers will only focus on the assassination itself rather than the reasons that MLK was in Memphis to begin with.

ACTION: **Mr. Wigginton** motioned to change the stem of the standard TN.57 to say "Identify the contribution of individual Tennesseans, including" and add Oprah Winfrey to the list. **Ms. Bobo** seconded. Following the discussion below, the motion passed unanimously.

Mr. Wigginton was concerned about the wording of "major contemporary figures" in TN.57. **Mr. Curtis** agreed. **Ms. Bobo** wondered what "recent" meant in the time frame 1945-present. **Ms. Rains** suggested changing "roles" to "contributions."

ACTION: **Mr. Curtis** motioned to add a standard between TN.53 and TN.54 that says "Identify major figures of Tennessee involved in the Civil Rights movement (e.g., Reverend James Lawson, Kelly Miller Smith)". **Mr. Carey** seconded. Following the brief discussion below, the motion passed unanimously.

Mr. Carey and **Ms. Bobo** debated whether Perry Wallace acted within the Civil Rights movement.

ACTION: **Mr. Curtis** motioned to revise TN.41 by adding James C. Napier, W.E.B. DuBois, and Mary Church Terrell. **Ms. Bobo** seconded. Following the brief discussion below, the motion passed unanimously.

Mr. Curtis explained the significance of these individuals within Tennessee history. **Mr. Wigginton** asked **Ms. Bobo** if she thinks Robert Churchwell belongs in the standards. **Ms. Bobo** confirmed the significance of his achievements and said he would fit into the section on 1945-present.

ACTION: **Ms. Bobo** motioned to remove Andrew Johnson and replace with William Brownlow in TN.30. **Mr. Gallo** seconded. Following the discussion below, the motion passed unanimously.

Ms. Bobo asked the educator advisory team about TN.30 and Andrew Johnson's role in Reconstruction. **Ms. Stanish** replied that this was pulled from a section in the Blue Book. **Mr. Curtis** wondered if instead of mentioning Andrew Johnson, the standard could discuss William Brownlow. **Ms. Bobo** thought that Brownlow would be better than Johnson. **Mr. Curtis** mentioned that Johnson is also discussed in TN.32. **Ms. Bobo** explained that Johnson didn't have much to do with Reconstruction, other than being impeached in that time.

ACTION: **Mr. Carey** motioned to remove William Rosecrans and Braxton Bragg from TN.28 and add in Sam Watkins. **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

Mr. Carey mentioned that, from TN.28, William Rosecrans is not from Tennessee and Braxton Bragg may not be either. He said that even though they had huge roles in the Civil War within Tennessee, they are not actually from Tennessee.

ACTION: **Mr. Curtis** motioned to add David Farragut, Sam Davis, and William Driver to TN.28. **Mr. Carey** seconded. The motion passed unanimously.

2:20 PM

ACTION: **Mr. Carey** motioned to add “and identify the laws put in place to exclude black lawmakers by 1890” to TN.38. **Ms. Bobo** seconded. The motion passed unanimously.

Mr. Curtis suggested addressing this in TN.38.

ACTION: **Mr. Curtis** motioned to add William Yardley and Sampson Keeble to TN.34. **Mr. Gallo** seconded. Following the brief discussion below, the motion passed unanimously.

Mr. Carey asked about Yardley’s importance. **Ms. Bobo** confirmed that Yardley was an African American legislator.

2:30 PM

The committee took a break.

2:55 PM

The committee resumed meeting.

United States History

ACTION: **Ms. Rains** motioned to adopt the standards as proposed. **Ms. Bobo** seconded. The motion was tabled to be picked up at the meeting on March 4th, 2017, following the amendments and discussion below.

Mr. Carey asked about US.26, wondering why *Schenck v. U.S.* is included but not *Plessy v. Ferguson*. **Mr. Roach** asked the educator team why this was the case; **Dr. Krahenbuhl** explained that this case was logical for the World War I topic.

ACTION: **Mr. Gallo** motioned to revise US.03 to add *Plessy v. Ferguson*. **Ms. Petko** seconded. Following the discussion below, the motion passed unanimously.

Mr. Gallo said he thinks they should add *Plessy v. Ferguson* to US.03. The committee discussed if the case should be added to US.03 or a different standard, to fit chronologically and thematically. **Mr. Gallo** argued that there needs to be a lead up with Jim Crow to the *Plessy v. Ferguson* case.

Mr. Carey believed that, in US.03, the second half of the standard could be split to a different standard. **Mr. Gallo** asked the educator team for their thoughts on the possible revision. **Ms. Stanish** said that this was taken directly from the current standards, but she is fine with the change.

Mr. Barrett asked the educator team about the significance of the cities chosen in US.06. **Ms. Stanish** explained that the list is beneficial here, since this is the only tested high school course, for teachers to have guidance on what to focus on with this standard. **Mr. Barrett** said he was questioning Boston and San Francisco. **Ms. Stanish** said that San Francisco was included specifically for the shipping aspect and for geographical diversity. **Mr. Gallo** said that the inclusion of San Francisco is also important because of the Asian immigrant populations that will be discussed later on.

ACTION: **Mr. Barrett** motioned to send US.07 back to the educator advisory team for revision of the wording and adopt the inclusion of Jane Addams into the standard. **Mr. Gallo** seconded. Following the discussion below, the motion passed unanimously.

Mr. Barrett questioned if there was a typo on US.07, and **Mr. Curtis** responded that there is a suggested revision for the standard from the educator team. **Ms. Stanish** said that the proposed revision is actually to include Jane Addams, based on roundtable feedback she received. **Dr. Krahenbuhl** agreed with **Mr. Barrett** that the statement in question could be revised, though.

ACTION: **Mr. Barrett** motioned to change “problems” to “conflicts” in US.10. **Ms. Petko** seconded. Following the discussion below, the motion passed unanimously.

Mr. Barrett asked the educator team about the use of the word “problems” in US.10, wondering if it should be changed to “conflicts.” **Ms. Stanish** agreed with the revision.

ACTION: **Mr. Gallo** motioned to include Sherman and Clayton Antitrust Acts in US.12. **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

Mr. Gallo discussed US.12 with regard to the Sherman Antitrust Act. He mentioned that including the Clayton Antitrust Act would be more historically accurate.

ACTION: **Mr. Wigginton** motioned to strike Jane Addams from US.14, as proposed by the educator team. **Ms. Rains** seconded. The motion passed unanimously.

ACTION: **Mr. Carey** motioned to strike the Clayton Antitrust Act and replace it with the creation of the National Park System in US.17. **Ms. Bobo** seconded. Following the brief discussion below, the motion passed unanimously.

Mr. Wigginton asked if the standards cover the expansion of the parks under FDR. **Mr. Carey** said he hasn’t gotten that far yet.

ACTION: **Mr. Barrett** motioned to change “consequences” in US.21 and replace it with the word “outcomes.” **Ms. Bobo** seconded. Following the discussion below, the motion passed unanimously.

Mr. Barrett questioned the term “consequences” in US.21 and proposed potentially replacing it with the word “outcomes.” The educator team said that term seemed sufficient. **Mr. Roach** asked whether this is a synonym or changes the purpose. **Ms. Petko** said “outcomes” seems more neutral, and **Mr. Carey** agreed.

Mr. Carey mentioned that he is surprised that the U.S. purchase of Alaska isn’t included in the standards, even though he recognized that it’s hard to fit it in somewhere. He asked the educators what they think, and **Ms. Stanish** said she does discuss it with her students. **Dr. Patterson** also said she taught it in 8th grade with manifest destiny. **Mr. Carey** asked if the committee can revisit this topic on March 29th. **Mr. Roach** said that was fine.

ACTION: **Mr. Carey** motioned to add to the end of US.11 “including the use of prison labor that led to the Coal Creek Wars in Tennessee.” **Ms. Bobo** seconded. Following the discussion below, the motion passed with 6 ayes and 3 nays.

Mr. Curtis said this was mentioned in a letter he has from Lt. Gov. Randy McNally. **Mr. Carey** agreed that this is a big deal. **Mr. Wigginton** said he is having a hard time seeing this flow with U.S. history here; he also said he’s taken and taught a number of U.S. history courses and it never came up. **Mr. Curtis** replied that part of the reason Lt. Gov. McNally wanted it included is because there is more recent research and scholarship on it. **Mr. Carey** corroborated this by saying that the city tried to cover this up and even changed the name of their town.

Ms. Petko discussed that Knox County history teachers recently took a trip and learned about the Coal Creek Wars, saying that it is fascinating and they enjoyed teaching it. **Mr. Wigginton** wondered why this is important to folks not in the proximity of this region. **Mr. Carey** agreed with **Mr. Curtis** that there is more teaching material now. He also said the use and abuse of prison labor affects the whole country and is relevant to all. **Ms. Bobo** asked **Mr. Carey** if it could instead be referred to as convict leasing; he wants it to explicitly say the Coal Creek Wars.

ACTION: **Dr. Duncan** motioned to adopt the revision and combination of US.53 and US.55, as proposed by the educator committee. **Ms. Bobo** seconded. Following the extensive discussion below, **Dr. Duncan** withdrew her motion.

Mr. Carey asked the educator team why they wanted to combine US.53 and 55. **Ms. Stanish** responded that the committee left the Holocaust out because it was more a part of World History than U.S. History; however, in the roundtables and through website feedback, many people said that they wanted the Holocaust included back in the standards. She then read aloud the committee’s proposed standard text. **Ms. Stanish** also explained that this standard mirrors language used by other states to cover similar content. **Mr. Carey** said those are very major topics to include into one standard, and **Mr. Roach** did note that they fall under a larger umbrella of World War II analysis.

Mr. Gallo asked the educators if they were opposed to keeping them separate, in that it’s important to show that what is happening in the U.S. is different than in other parts of the world. **Dr. Duncan** said that, in theory, she likes the wording but that breaking it down into chunks is good for assessment. **Ms. Rains** agreed that, for the Holocaust, it would be best to keep them separate. She also read aloud some of the suggestions given by **Ms. Danielle Kahane-Kaminsky**, who spoke to the committee at their February 24 meeting.

Mr. Barrett read aloud another suggestion that he wrote to add a standard on the Holocaust to the course. The committee continued to discuss and debate how to best address the Holocaust in this section of the course, frequently referencing historical facts and anecdotes.

3:45 PM

ACTION: **Mr. Curtis** motioned to revise US.49 as proposed by the educator advisory team. **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

Mr. Barrett suggested amending the proposal to send US.49 back to the educator team, looking at the current US.60 standard. **Mr. Wigginton** and **Ms. Rains** wondered how this change would affect the committee's eventual further action on standards pertaining to the Holocaust. The committee debated various World War II battles and the magnitude of specific battles. **Mr. Curtis** asked the educator team to chime in with their thoughts. **Dr. Krahenbuhl** said the committee wanted to focus on battles that were significant turning points of the war; the Battle of the Bulge was important, but it was after a major turning point, as was the Bataan Death March.

ACTION: **Mr. Barrett** motioned to add a standard that says "Analyze the response of the U.S. to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war." **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

Mr. Carey asked the other committee members if the text sounds like the U.S. responded positively to the Holocaust; the committee members did not think so, arguing that inaction is a type of action. **Mr. Gallo** reminded the committee that if this standard focuses on the U.S. liberation of camps, then that limits assessment and allows World History to look into liberation more broadly. **Dr. Duncan** said she thinks the text does focus on the U.S. aspect of the issue. **Ms. Rains** questioned why the Holocaust is not explicitly named in the standard, and **Mr. Carey** agreed. **Mr. Barrett** thought it was good to add the term directly into the standard.

ACTION: **Mr. Gallo** initiated a motion, but withdrew after remembering previous discussion.

ACTION: **Mr. Gallo** motioned to include the Hoover Dam and/or public works projects in US.42. **Mr. Wigginton** seconded. The motion passed unanimously.

Mr. Gallo explained that Hoover didn't have a great legacy, and the standard focuses on his failures—but, the Hoover Dam and his public works projects were successful and he did try to help after the Depression, even though it wasn't enough.

ACTION: **Mr. Carey** motioned to delete the Great Smoky Mountains National Park in US.43 and add "and other projects in Tennessee" beside the CCC. The motion failed without a second.

Mr. Carey said he appreciates that the CCC is mentioned in US.43, but he doesn't think that both the CCC and Great Smoky Mountains need to be included. **Mr. Wigginton** said he doesn't think there needs to be more detail about the CCC projects being in Tennessee.

ACTION: **Ms. Bobo** motioned to delete Great Smoky Mountains National Park from US.43. **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

Mr. Curtis noted that Great Smoky Mountains are mentioned additionally in US.48. **Dr. Patterson** also recognized that there is a "T" beside the standard, designating Tennessee relevance to the standard content.

ACTION: **Mr. Carey** motioned to revise US.54 to say "conversion of factories for war production and the location of prisoner of war camps in TN". **Mr. Curtis** seconded. Following the discussion below, the motion passed with 7 ayes and 2 nays.

Mr. Carey discussed US.54, taking issue with there being no mention of the Tennessee home front. **Mr. Carey** asked the educator committee why the Bracero program is included, since it is not in the current standards. **Dr. Krahenbuhl** explained its importance as a national program and its inclusion in similar standards of other states.

4:15 PM

Dr. Krahenbuhl told the committee that he suggested to **Dr. Patterson** that US.54 be coded with a "T" as pertaining to Tennessee History.

ACTION: **Mr. Gallo** motioned to revise US.59, to change the order of the listed items. **Mr. Wigginton** seconded. The motion passed unanimously.

ACTION: **Mr. Barrett** motioned to revise US.65 to read "Compare the policies and practices of the Kennedy, Johnson, and Nixon presidential administrations and their impacts on the continuation of the Vietnam War." **Mr. Wigginton** seconded. The motion passed unanimously.

Mr. Roach liked that **Mr. Barrett** was increasing the rigor of this standard.

ACTION: **Mr. Gallo** motioned to reword US.68 to say "Explain developments that eased tensions during the Cold War, with emphasis on ..." **Mr. Carey** seconded. The motion passed unanimously.

4:20 PM

The committee took a break.

4:45 PM

The committee meeting commenced.

ACTION: **Mr. Carey** motioned to strike Stokely Carmichael from US.77. **Dr. Duncan** seconded. The motion was amended below by **Ms. Bobo**.

ACTION: **Ms. Bobo** amended the motion to delete the list in US.77 completely. **Mr. Wigginton** seconded. Following the lengthy discussion below, the motion passed unanimously.

Mr. Curtis clarified with **Dr. Patterson** that the list is not mandated by T.C.A. **Mr. Barrett** suggested combining US.77 and US.78. **Mr. Gallo** asked his fellow committee members what the benefit of having a list would be. **Ms. Bobo** replied that she thought that it's because people want to focus on teaching different individuals.

Mr. Gallo asked if she would be okay with keeping at least a few people, like Rosa Parks and Martin Luther King Jr. **Ms. Bobo** thought they were likely mentioned elsewhere. **Ms. Stanish** said that, as someone who teaches this material, she likes having a list to focus on, and other teachers she's spoken to agree. **Dr. Krahenbuhl** corroborated this, saying teachers want this information for assessment purposes.

Mr. Wigginton explained that this is all about teachers being worried about the assessment—not about the content. **Dr. Duncan** reminded the committee that at the start of this process they decided not to craft the standards around assessment, and she noted that she thinks the wording without the list is self-explanatory. However, she does see why teachers would want the topic narrowed a bit. **Ms. Bobo** said there are just so many that could be included in the list.

Mr. Barrett noticed that US.77 and 78 focus on a handful of people, but there were Civil Rights advocates from all over the country with a variety of backgrounds and ethnicities—it reduces the concept. **Mr. Gallo** observed that a lot of the list in US.77 will be covered later on in US.79. **Ms. Petko** suggested US.79 being used as an umbrella and the list in US.77 be deleted.

ACTION: **Mr. Barrett** motioned to combine US.77 and 78 to say “Examine roles and actions of Civil Rights advocates and opponents and how they coincided with, confronted, and challenged each other.” **Ms. Petko** seconded. Following the discussion below, the motion passed unanimously.

Mr. Gallo again mentioned that many of these same people and issues will be discussed again in US.79 and wondered if US.77 and 78 should just be deleted altogether. **Dr. Patterson** noted that for assessment purposes, the bullets in US.79 would implicitly address most of what is listed in US.77 and 78.

ACTION: **Ms. Bobo** motioned to add Highlander Folk School to US.79. **Mr. Barrett** seconded. Following the discussion below, the motion passed with 8 ayes and 1 nay.

Mr. Wigginton brought up the changes the SRC previously made in the 5th grade and argued that it makes more sense to bring in these Tennessee materials in high school. He suggested having the educator teams compare what is addressed in each grade level, based on what is most age-appropriate. **Ms. Rains** agreed that 5th grade needs to be a basic introduction, and **Ms. Petko** wanted to make sure that the information isn't repeated within the grades.

Mr. Wigginton wondered if they could take out Little Rock in high school U.S. history and leave it instead in elementary. **Mr. Carey** said that he would much rather see Tent City than Clinton High

School; the integration of Clinton High School was a big deal, but Tent City was a big voting rights turning point. **Ms. Bobo** agreed that Tent City is important, but she is afraid of jumbling that, with it being implied in US.80 with the Voting Rights Act.

Ms. Bobo asked **Mr. Curtis** which came first: Tent City or *Baker v. Carr*. **Mr. Curtis** said it was Tent City. **Mr. Wigginton** again asked if Little Rock should be removed from high school. **Ms. Rains** said she thinks it should stay in high school, as students will see it from a different perspective once they are a bit older. **Mr. Barrett** asked **Mr. Roach** if they may clarify what the list on US.79 will look like, based on this motion.

ACTION: **Mr. Barrett** motioned to revise US.81 to state “Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement related to the Civil Rights Movement to advance equality across the broader spectrum of American society during this time period.” **Ms. Bobo** seconded. Following the lengthy discussion below, the motion passed unanimously.

Mr. Roach questioned the standard, saying that American Indians and women were fighting for equality long before the Civil Rights movement. **Ms. Bobo** said that is true, but in the present day it is also true—this is through more of a modern lens. **Mr. Roach** clarified that they were not asking for equality because of this movement, but changed their method and organization based on the Civil Rights Movement.

Mr. Wigginton wondered if the standard should be explicit about the time frame. **Dr. Duncan** said they could just add on “during this time period” or “during the 1960s”. **Mr. Carey** mentioned that it is not taught in the standards that American Indians gained suffrage in 1924; he wonders if what they have worked to accomplish since that point is more important than that.

Dr. Krahenbuhl explained again that the American Indian Movement is a formal title given to the movement in the 1960s-1970s. **Dr. Patterson** reminded the committee that “examine” is a difficult verb to assess, and the committee discussed what a good alternative might be. **Mr. Wigginton** suggested using “compare” instead.

Mr. Barrett said he thinks this standard should use the proper nouns as they are in the draft standard. **Mr. Gallo** wondered how these groups partnered with African Americans in their work; “influenced” or “inspired” makes more sense to him. **Mr. Barrett** described that there was a very strong part of the Civil Rights Movement that focused on feminism.

Mr. Wigginton said it is a slight problem to set the Civil Rights Movement as more of an “ideal,” when in actuality it was more balanced and no group is advanced over another. The committee discussed the semantics of this standard for a significant amount of time.

ACTION: **Mr. Wigginton** motioned to request that the high school educator team compare the verbiage and scaffolding within the Civil Rights Movement in content, progression, and developmental appropriateness from elementary school to high school. **Mr. Barrett** seconded. The motion passed unanimously.

5:45 PM

ACTION: Following a discussion on placement and semantics, **Ms. Bobo** motioned to include Tent City in US.79. **Mr. Carey** seconded. The motion passed unanimously.

ACTION: **Mr. Roach** motioned to adopt the revision from the educator committee to delete US.93. **Dr. Duncan** seconded. The motion passed unanimously.

The educator team recommended deleting US.93, following website and roundtable feedback. **Mr. Carey** asked what the numbers for the feedback were. **Dr. Duncan** noted that this is a sociological standard. **Mr. Carey** described that he believes today's kids take technology for granted and it is important that they know it. **Mr. Barrett** read aloud a standard suggestion.

ACTION: **Mr. Barrett** motioned to create a new standard to take the place of US.93 standard, stating "Compare and contrast commonly-used methods of communication from 1970 to today and analyze what impacts they have had on society." **Mr. Wigginton** seconded. The motion passed unanimously.

Dr. Duncan said the supplemental document should recommend that all students experience dial-up.

ACTION: **Mr. Barrett** motioned to delete US.87-91 and replace them with a standard stating "Compare and contrast the setbacks and achievements of each modern presidency from 1976 to 2016." **Mr. Wigginton** seconded.

Ms. Petko said she thinks that is too broad for teachers.

ACTION: **Mr. Roach** asked for a motion to table the discussion and pick this up in the morning. **Ms. Rains** motioned to table this discussion. **Mr. Curtis** seconded. The motion passed unanimously.

ACTION: **Mr. Roach** asked for a motion to adjourn. **Mr. Curtis** motioned to adjourn. **Mr. Wigginton** seconded. The motion passed unanimously.