



**MINUTES**  
**SOCIAL STUDIES STANDARDS RECOMMENDATION COMMITTEE**  
**MARCH 4, 2017**

The Standards Recommendation Committee met for its eleventh scheduled meeting in Andrew Johnson Tower's Multi-Purpose 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**

**9:15 AM**

**Mr. Jason Roach** called the meeting to order. He asked if it is alright to wrap up the meeting early, so that folks can get out to other engagements and to basketball games. **Mr. Roach** welcomed everyone and acknowledged the educator committee members present today.

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

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

**Ms. Leigh Cummins** took roll.

**United States History**

The committee picked up where they left off with U.S. History standards. The motion they picked back up was from **Mr. Dave Barrett**, to combine standards US.87-91 and propose one new standard in their place.

**ACTION:** **Ms. Rains** motioned to return to the motion they had tabled. **Dr. Shannon Duncan** seconded. The motion passed unanimously.

**ACTION:** At the March 3 meeting, **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. Todd Wigginton** seconded. During a vote at the

March 4<sup>th</sup> meeting and following the lengthy discussion below, the motion failed with 5 nays and 3 ayes.

**Mr. Bill Carey** expressed disapproval of doing this, as he said that this is the only chance that students get to learn about things like the Challenger explosion. **Ms. Rains** asked **Mr. Barrett** for his rationale behind making this revision. **Mr. Barrett** explained that he noticed that the standards only mention some of the presidencies during that time period, and it omits President Obama's eight years in office. **Mr. Barrett** also noted that it allows leeway for teachers and students to investigate the presidencies and come to their own conclusions on them—they all have both achievements and setbacks, and it would be good for students to evaluate and discover information rather than have it already described.

**Ms. Rains** asked **Dr. Kadie Patterson** how this standard would translate for assessment. **Dr. Patterson** said that she'd make sure that the item specifications were appropriate, but the problem is that identifying what the most significant event of the Clinton presidency (for instance) might be different for her than another teacher. **Ms. Rains** was also concerned that once **Dr. Patterson** leaves her position, the next person may not be able to translate these standards into assessment as well.

**Dr. Duncan** understood the concern that a presidency will have happened that won't be represented in the standards, but she doesn't think that lumping it all together is necessarily the answer. She wondered if there needs to be a new standard created, since Obama is only mentioned in US.92 and in that case it's more so in relation with women and minorities in American society.

The committee debated how long, time-wise, it takes to develop objectivity in history.

**Mr. Roach** said unfortunately, the committee has to think about how these standards are going to be assessed—while **Dr. Patterson** may do a great job, it's unknown how her successor will do. **Mr. Barrett** said he doesn't believe that this standard could be assessed via a multiple choice question. **Dr. Patterson** agreed, saying it would have to be a written piece and would bring in SSP.1 or SSP.2. **Dr. Patterson** also explained how the assessment takes into account the material that teachers are able to cover by assessment time, and this standard would not be likely to be tested via a written response.

**Mr. Roach** inferred that this standard would then be assessed via multiple choice/multiple select, most likely. **Dr. Duncan** discussed how legislators are concerned about students knowing civics and an awareness of some of the details that are bullet-pointed; it cannot be assumed that these things will be taught.

**Mr. Roach** asked if the committee was ready to go ahead and vote, if folks had already decided what they think. **Mr. Carey** asked to say one more thing: he believed that the committee would be sending a signal that, if a teacher is able to get to the beginning of this standard, then they have done their job.

**9:30 AM**

The committee took a brief recess.

**9:40 AM**

The committee continued meeting.

**ACTION:** **Mr. Carey** motioned to delete “response to the Challenger Disaster” as a bulleted item in US.88. **Dr. Duncan** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Carey** said that it wasn’t something that his administration really did. **Dr. Duncan** clarified with the educator committee that it was placed there because of chronology, not because of what Reagan did. **Dr. Kevin Krahenbuhl** reminded the committee to look at the stem of the standard, to make sure that the bullets make sense.

**ACTION:** **Mr. Wigginton** motioned to add (in the place of the bullet previously removed) “Strategic Defense Initiative” to US.88. **Mr. Lou Gallo** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Wigginton** explained that it was the buildup of technology and defense that led to the resolution of the Cold War. **Ms. Katherine Petko** said that this could easily loop back to the Cold War. **Mr. Carey** said he doesn’t believe that it was a major cause for the end of the Cold War. **Mr. Gallo** suggested that the committee might want to add a standard on the Cold War.

**ACTION:** **Mr. Gallo** motioned to send US.84 back to the educator team to rephrase the standard, allowing students to decide whether the actions mentioned were successes/achievements and to remove any bias. **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Barrett** asked whether **Mr. Gallo** might consider adding in Nixon pulling the U.S. out of Vietnam during his presidency. **Ms. Karen Stanish** highlighted that it is mentioned already in US.65.

**ACTION:** **Mr. Carey** motioned to delete the Brady Bill from US.90. **Mr. Wigginton** seconded. The motion passed unanimously.

**Mr. Carey** didn’t think the Brady Bill was a major achievement of the Clinton administration.

**ACTION:** **Dr. Duncan** motioned to ask the educator team to reconsider the organization of US.82-89 (in the Modern U.S. section). **Ms. Rains** seconded. Following the lengthy discussion below, the motion failed with 4 ayes and 5 nays.

**Dr. Duncan** commented that she feels that some of the standards are a bit choppy. She referenced US.65 (re: Nixon and his policies) but then US.88 picks up and doesn’t take account of the context at the time. **Mr. Barrett** agreed with her. **Mr. Curtis** explained why he thinks it’s choppy—because there are two topics that are being integrated and bridged into the modern times. **Mr. Carey** wondered if they could delete US.84.

**Mr. Barrett** suggested possibly having sections that correspond to decades rather than themes; he said it is good to look at things through a lens, but it’s tedious for students to go back and forth through time. **Mr. Gallo** responded that, as someone who teaches this, teaching is choppy if you were to do it that way chronologically. He reminded **Mr. Barrett** that most teachers don’t teach these standards in order—they move around and chunk things as they make sense. **Mr. Gallo** said it makes more sense to students to have themes. **Mr. Wigginton** said he thinks it would be choppy either way.

**Mr. Curtis** asked the educator team for their comments. **Ms. Stanish** said that the committee spent a lot of time during the summer discussing the flow of the course; they decided that themes were a better fit. They believed that students retain the information better. **Dr. Krahenbuhl** said that chunking by time causes conceptual issues. **Dr. Duncan** understood that, but said she thinks it's important that students see the full lens, and how presidents have numerous events happening simultaneously to deal with. She thought there could be a smoother way to go back and plug things in so that there's more of a conceptual time frame and idea of the political/social climate.

**Mr. Carey** said that we will never have perfect standards and there is always going to be a degree of choppiness. He agreed with **Mr. Gallo** that it doesn't confuse teachers too much—they already have lesson plans figured out and know what to do. **Ms. Petko** agreed, saying she likes it the way it is. She believed local teachers should be able to decide on the curriculum.

**Mr. Wigginton** reminded the committee that these are content experts in this room and that this is not like elementary math; it's hard to ask teachers to do a survey course like this, while college professors are able to specialize deeply in certain topics.

**ACTION:** **Mr. Carey** motioned to revise US.85 from “changing role of media and journalism” to “Washington Post expose”. **Mr. Gallo** seconded. Following the discussion below, **Mr. Carey** withdrew his motion.

**Ms. Rains** noted that this is the first time the American people experienced a big congressional hearing; it was a major event in history. She believed that it wasn't something past tense, but that it was lived—she watched it be disseminated in the public. **Ms. Rains** noted that you don't really recognize that nowadays; at the time this became the norm, not the exception.

**Mr. Carey** said that before this, reporters had covered up John F. Kennedy's affairs and Franklin D. Roosevelt's handicap. **Mr. Carey** added that it wasn't the first televised hearings—that was in the 50s with the McCarthy hearings. **Mr. Gallo** said that use of the media precedes Vietnam, which became America's first living room war. He suggested maybe sending this back to the committee to better incorporate the media's influence on politics rather than culture.

**ACTION:** **Ms. Petko** motioned to delete “Don't Ask, Don't Tell” from US.90. **Mr. Carey** seconded. The motion passed unanimously.

**Ms. Petko** said that this is no longer an issue and isn't in effect. **Mr. Carey** agreed and said he was in the Navy when it happened; it was overblown and doesn't belong here.

**ACTION:** **Mr. Carey** motioned to remove Barack Obama from US.92 and to ask the educator committee to create a standard about his presidency and administration. **Dr. Duncan** seconded. The motion passed unanimously.

**ACTION:** **Ms. Rains** motioned to remove Oprah Winfrey from US.92. **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

**Dr. Duncan** asked the educator team why they included certain people in US.92. **Ms. Stanish** said they tried to include people who were the “first” in something. **Dr. Krahenbuhl** said that Oprah Winfrey is the

exception, and the committee went back and forth on that. **Ms. Rains** reminded everyone that she has a Tennessee connection.

**Mr. Roach** noted that Oprah Winfrey is the only one who is not involved in politics, and **Mr. Wigginton** said that was something the team noticed. **Mr. Roach** said, however, he isn't concerned one way or another. **Dr. Duncan** said it might be a better fit in the Contemporary Issues course. **Mr. Carey** described that Oprah is a phenomenon and self-made billionaire, and he thinks in some ways she is more important than Colin Powell, for instance. **Ms. Rains** said she does have "currentness" and would be relevant.

**ACTION:** **Mr. Curtis** motioned to add Oprah Winfrey to TN.57, then withdrew.

The committee took note of questions such as this to bring up at the March 29<sup>th</sup> meeting.

**ACTION:** The committee voted on the original motion, made during the March 3<sup>rd</sup> meeting, to adopt the U.S. history standards for 11<sup>th</sup> grade. The motion passed unanimously.

### World Geography

**Dr. Patterson** explained to the committee the elective status of the World Geography high school course. She noted that this course is taught in 34 districts to about 2500 students.

**Mr. Barrett** asked to address the committee. He mentioned that he taught world geography for 16 years. He explained to the committee his thorough recommendations for the course. He approves of WG.01-19, but after that, he thinks the course is more human geography than world geography. **Mr. Barrett** believes the name of the course should be changed if the standards stay as they are.

**Mr. Barrett** broke the standards apart for different continents/regions of the world. He further discussed and ran through his list of recommendations and suggested revisions.

### **10:25 AM**

**Dr. Duncan** and **Mr. Carey** asked **Mr. Barrett** questions about his proposal. **Mr. Carey** asked **Mr. Gallo** how he or teachers in his school might like to teach this course. **Mr. Gallo** replied that he hasn't taught this course in 25 years. **Ms. Petko** said that she does like the continent idea; she said there aren't many teachers coming out of college with geography certification or degrees. She thinks this might make the content a bit more approachable for them.

**Mr. Carey** asked **Mr. Barrett** what Mr. Kurt Butefish (of the Tennessee Geographic Alliance) might say about these recommendations. **Mr. Curtis** asked if this is again the old argument, physical versus human geography. **Mr. Barrett** said his thinking is that it's more of a physical base, with human geography questions focused on a specific region. **Ms. Petko** liked that, saying that you can't teach geography without integrating political geography, physical geography, etc. She thinks **Mr. Barrett's** approach is more user friendly for teachers.

**Mr. Wigginton** asked the educator team what the feedback was for these draft standards. **Mr. Barrett** quickly explained to the committee the purpose of his proposed "case studies." **Mr. Carey** responded that only seven teachers responded, but that most of them liked the draft. **Ms. Stanish** noted that the new geography standards were completely redone and the lead architect is a geography expert, who teaches

human and physical geography. She has been told that Kurt Butefish likes this draft standards. **Mr. Carey** clarified that **Ms. Ashley Flood** wrote the draft geography standards and that she teaches 5 sections of geography each year.

**Mr. Roach** said that, as a teacher, **Mr. Barrett's** streamlined approach makes sense to him. However, the committee needs to be aware of how the standards benefit students rather than inconvenience teachers. **Mr. Roach** also asked the committee to be cognizant of how much they are sending back to the educator committee to redo and revise.

**ACTION:** **Mr. Carey** motioned to send **Mr. Barrett's** proposal to the educator team for consideration. **Ms. Pamela Bobo** seconded. Following the lengthy discussion below, the motion passed unanimously.

**Mr. Barrett** explained that he has time before the next meeting to work on this course's standards, if need be. **Mr. Carey** noted that there are a few people (e.g., Mr. Kurt Butefish, Mr. Mark Finchum) that he would like to talk to about the draft. **Ms. Rains** brought up the Virginia World Geography standards, noting that it may be best not to reinvent the wheel on this. **Mr. Wigginton** asked **Mr. Barrett** how many standards he created with this proposal. **Mr. Barrett** responded that it was 20 or 25; **Dr. Patterson** found that it was 16 plus one for each geographical area—26 total.

**Mr. Curtis** wondered if there could be two different courses—one focusing on physical geography and one focusing on human geography. **Ms. Laura Encalade** said that it is possible. **Mr. Carey** asked if anyone knew how many students in Tennessee take AP Human Geography, reminding the committee that it counts toward the World History graduation requirement. **Ms. Petko** said that it is very common in Knox County; many schools offer AP, but no schools offer the high school World Geography elective course.

**Mr. Barrett** and **Ms. Petko** agreed that the revised course they are working on might be a good option for less academically inclined students; this course would be a better entry point for students. **Dr. Krahenbuhl** asked **Mr. Carey** if the educator team should try to provide two different options or try to combine them. **Mr. Carey** said that these are two very different approaches. **Ms. Encalade** answered **Mr. Carey's** earlier question, noting that approximately 2,300 students take the AP Human Geography exam each year.

**Mr. Wigginton** recognized that the reason it's popular as an AP class is because it's seen as an attainable credit/score. **Ms. Petko** confirmed that it's high interest for students. **Mr. Roach** asked if the committee would be done with World Geography with this motion; the committee agreed.

#### **11:00 AM**

The committee took a break.

#### **11:15 AM**

The committee resumed meeting.

**Mr. Roach** asked if the committee would be open to work on African American History and Ancient History before lunch, then World History either after lunch or working through lunch.

## African American History

**ACTION:** **Mr. Curtis** motioned to adopt the African American History standards as proposed. **Ms. Rains** seconded. Following the discussions and amendments below, the motion passed unanimously.

**Mr. Carey** asked **Dr. Patterson** for a reminder of how many students take this course. **Dr. Patterson** said 21 districts offer the course and approximately 4,800 students. **Ms. Stanish** noted that the feedback on this course was very positive.

**ACTION:** **Ms. Bobo** motioned to remove Benjamin Banneker from AAH.26. **Mr. Barrett** seconded. Following the discussion below, the motion passed unanimously.

**Ms. Bobo** said Banneker came long before 1890/Civil War. **Mr. Wigginton** asked where **Ms. Bobo** might want to move Benjamin Banneker. She thought the “African American Life” section might be appropriate. **Ms. Bobo** also mentioned David Crosthwaite, who was included in the current standards, but did not think he should be added.

**Mr. Carey** wondered if the standards AAH.18-19 address African Americans being elected to public office and then the law changing so that they couldn’t. **Ms. Rains** and **Mr. Wigginton** suggested that the topic would likely be taught anyway in conjunction with those standards. The committee decided instead to add a “T” for Tennessee connections to AAH.18-19.

**ACTION:** **Mr. Barrett** motioned to revise AAH.07 to read as is but add “, including fugitive slave laws.” **Ms. Bobo** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Barrett** said he did not see the fugitive slave laws mentioned anywhere in the standards and wondered if it should be included in AAH.05, AAH.07, or AAH.08. **Dr. Duncan** said she would think that a lot of this information would be implied in the standards, particularly if relative experts were teaching the course.

**ACTION:** **Dr. Duncan** motioned to send the “Growth of Slavery in America” and “African American Life” sections back to the educator team to combine both sections and add a standard about free blacks during the early colonial period. **Mr. Barrett** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Barrett** expressed concern that African American life is not mentioned until the third section, when in reality, there were free blacks in Virginia when Jamestown was settled. **Dr. Duncan** suggested reorganizing or combining the sections to perhaps account for this.

**Dr. Krahenbuhl** asked **Ms. Bobo** about the time frame for the sections and placing a new standard sequentially. **Mr. Wigginton** said it would still be good to consider the flow of the standards to make sure to disperse the positive and negative. **Ms. Rains** also mentioned that slaves could buy their freedom.

**Mr. Carey** discussed AAH.11 about the life experiences of slave families. He suggested inserting the use of primary sources into the standard, but **Mr. Roach** reminded him that would make it curriculum. **Mr. Carey** said that these first-person accounts are critical. **Ms. Bobo** said she doesn’t think the first-hand accounts should be mentioned there, since they wouldn’t be written until the early 20<sup>th</sup> century.

**Mr. Carey** was also concerned that there is no mention of lynching; he worried that there is no standard that expresses what life looked like as a slave. **Dr. Duncan** asked him to look at AAH.15 and suggested revising that standard to include slave life. **Ms. Bobo** said that it's difficult to discuss slavery during this time period and not to talk about how they lived.

**ACTION:** **Mr. Wigginton** motioned to revise AAH.35 to read "Identify contributions of African Americans who served in the military and compare their experiences to other Americans who served in World War II." **Mr. Barrett** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Barrett** asked the educator team for clarity on AAH.35; he wondered if this one was focused on military and the other is based on the home front. **Ms. Stanish** confirmed this. **Mr. Barrett** asked for the committee's help in rewording AAH.35.

**ACTION:** **Ms. Bobo** motioned to add the Columbia race riots to the list in AAH.37. **Mr. Wigginton** seconded. The motion passed unanimously.

**ACTION:** **Mr. Barrett** motioned to reword AAH.39 to say "Describe the impact of *Brown v. Board of Education of Topeka, Kansas*, and evaluate the resistance to the decision and the reaction that followed." **Ms. Bobo** seconded. The motion passed unanimously.

**Mr. Barrett** wondered if "resistance" and "reaction" were written in the appropriate order in AAH.39.

**ACTION:** **Mr. Roach** motioned to add a standard to the "Contemporary Times" section stating "Analyze grassroots movements that grew in response to social injustice." **Ms. Rains** seconded. Following the discussion below, the motion failed with one aye and 8 nays.

**Mr. Carey** noted that throughout the course, there is no mention of the Black Lives Matter movement. He suggested adding a standard that addresses it. **Mr. Roach** asked if **Ms. Bobo** supported it being in the standards and if she thinks this will still be around in a few years. **Ms. Bobo** said she didn't think the movement is organized enough for that.

**Mr. Barrett** noted that Black Lives Matter or Rodney King might be addressed by AAH.48; **Ms. Rains** liked that the district could choose what they want to use as examples in their curriculum. **Mr. Wigginton** questioned if this is not already covered in AAH.48-49. **Mr. Barrett** mentioned that as written, the Occupy Wall Street movement works as an example.

**Dr. Duncan** said that this can't go in AAH.48 because it has been discussed that this particular grassroots movement is not just African Americans. **Mr. Roach** said, to answer **Mr. Wigginton's** question, that this topic could be covered in those standards. **Mr. Wigginton** asked the educator team for their thoughts. **Dr. Krahenbuhl** said he personally thinks it is addressed in AAH.48-49. **Mr. Carey** said this isn't just a fleeting movement; he knows it's going to be taught, so it should be included.

Following the vote, **Mr. Roach** noted that he voted against the motion because he doesn't want to add a standard if it's going to be covered anyway.



## Ancient History

**ACTION:** **Mr. Curtis** motioned to adopt the Ancient History standards as proposed. **Mr. Wigginton** seconded. Following the discussions and amendments below, the motion passed unanimously.

**ACTION:** **Mr. Gallo** motioned to send AH.23 and AH.30 to the educator team for revision and to possibly combine them. **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Gallo** asked the educator team about AH.30. He wondered if this standard could be combined with AH.23. **Mr. Wigginton** also questioned the educator team's decision to have separate standards. **Ms. Stanish** and **Dr. Krahenbuhl** said they are unsure of any specific rationale for this.

**Mr. Gallo** pointed out a historical error in AH.34, and **Dr. Patterson** took note of this for revision.

**ACTION:** **Mr. Gallo** motioned to ask the educator team to reconsider adding more content on China and India to the standards. **Ms. Petko** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Gallo** noticed a lack of standards on China (the Han Dynasty) or India. He wondered if this was intentional or there was a rationale for this. **Ms. Stanish** said that the team tried to hit major areas of the world, and any omission was unintentional.

### **12:15 PM**

The committee paused to get lunch and return to their seats.

### **12:45 PM**

The committee resumed meeting.

**Mr. Barrett** indicated he has a number of items he'd like to discuss. The committee, along with **Mr. Scott Ezell**, rehashed some of the changes at the middle school level, particularly to the standards on religion. **Mr. Barrett** mentioned AH.11, further discussing the cultures selected for inclusion on that standard.

## World History & Geography

**ACTION:** **Mr. Curtis** motioned to adopt the world history standards as proposed. **Ms. Bobo** seconded. Following the discussions and amendments below, the motion passed unanimously.

**Dr. Duncan** reminded **Mr. Wigginton** that she has a degree in middle school history.

**ACTION:** **Mr. Curtis** motioned to change the section title "Spread of Communism" to instead say "Cold War" but keep the corresponding dates. **Mr. Gallo** seconded. The motion passed unanimously.

**ACTION:** **Mr. Barrett** motioned to revise W.47 to say “Describe the persecution of Jews in Europe leading up to the War and why they did not leave.” **Ms. Bobo** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Carey** asked the committee about the suggestion from **Ms. Danielle Kahane-Kaminsky**, who spoke to the committee at their February 24<sup>th</sup> meeting. **Mr. Barrett** and **Mr. Gallo** discussed the historical context of the standard and possibilities for rewording the standard. **Mr. Barrett** said he would also propose an additional standard, reading “Define the term genocide and explain what happened to Jews in Nazi controlled lands.”

**ACTION:** **Mr. Barrett** motioned to add a standard immediately following W.47 stating “Define the term genocide and explain what happened to Jews in Nazi-controlled lands, how Holocaust experiences differed, and what efforts were made to resist by individuals, groups, and nations.” **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Barrett** described his rationale for adding this standard. **Mr. Carey** said he likes this standard a lot and said it’s what he was kind of trying to do earlier in the day. **Mr. Wigginton** asked the educator team for their thoughts. **Ms. Stanish** said she had no comment, and **Dr. Krahenbuhl** said it was fine with him.

**ACTION:** **Mr. Barrett** motioned to separate the use of atomic weapons from W.48 and create a new standard immediately after W.48 stating, “Describe the development of atomic bombs and evaluate both the decisions to use them and the impact of their use.” **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Roach** clarified that the final phrase in W.48 would be removed. **Mr. Carey** asked **Mr. Barrett** if he was trying to emphasize how these places were annihilated. **Mr. Barrett** said yes, but also the entrance into the atomic age and beginning of the Cold War. **Mr. Gallo** said he could see teachers misreading this standard to focus more on the physical devastation and conclusion of the war. **Mr. Wigginton** noted that the atomic bomb influenced a lot of fronts. **Mr. Gallo** suggested simply saying “the impact of their use.” **Ms. Stanish** liked the word “impact” rather than “results.”

**1:15 PM**

**ACTION:** **Mr. Barrett** motioned to ask the educator team to create a new standard placed in between W.16 and W.17 regarding the rise of anti-Semitism in Europe. **Mr. Gallo** seconded. Following the brief discussion below, the motion passed unanimously.

**Mr. Gallo** asked **Mr. Barrett** if there was anything he wanted to revise with regard to anti-Semitism. **Dr. Krahenbuhl** clarified the placement of the new standard.

**ACTION:** **Mr. Barrett** motioned to revise W.23 to include cultural diffusion as a two-way process. **Mr. Gallo** seconded. The motion passed unanimously.

**Mr. Barrett** described a number of artists as an example of this.

**ACTION:** **Mr. Gallo** motioned to accept the revisions suggested by the educator team. **Mr. Curtis** seconded. The motion passed unanimously.

**ACTION:** **Mr. Carey** motioned to add “(such as the 1991 Persian Gulf War)” after “conflicts among nations” in W.84. **Ms. Rains** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Carey** wondered if there is too much information in W.73-85. **Mr. Gallo** noted that this course does not have a state test and he thinks that it would be reasonable to cover this content in one year. **Mr. Curtis** said he also thinks that most people would get all the way through these topics. **Mr. Carey** asked the committee if this course addresses recent wars, such as the Gulf War. For example, he believed it is more important than W.79. **Mr. Wigginton** said he is alright with what is in there already. **Mr. Gallo** also recognized discontent of Arab countries in W.72, but wondered about existing instability since then. The committee collaborated to wordsmith a possible new standard to cover the content.

**Mr. Carey** initially motioned to create a new standard that reads “Analyze the reasons for the invasion of Kuwait and the international response.” **Mr. Wigginton** wondered if the time period for this standard would be implicit. **Mr. Roach** and **Mr. Carey** confirmed that it was around 1983. **Dr. Krahenbuhl** chimed in to say that the Persian Gulf War is in the current standards and in the website feedback approximately 50% of responders wanted this standard to be removed; this is why the war is not mentioned in the educator team’s draft. **Mr. Gallo** suggested inserting the Persian Gulf War into W.84. **Mr. Carey** was amenable to this suggestion and correspondingly amended his proposed motion.

**Mr. Barrett** asked the educator team what their purpose was in W.37. **Dr. Krahenbuhl** said that he wasn’t on that team, but could offer the notes behind their rationale. **Mr. Gallo** liked the standard, because it allows teacher choice; there isn’t a state assessment for this course, just teacher assessment. This standard allows for curricular decisions on flappers, jazz, economic instability, etc. He thought that if it were too specific, it could turn teachers off.

**Dr. Krahenbuhl** said that this simplified the current standard, removing the curricular pieces, and allowed for teacher flexibility. **Mr. Barrett** wondered if it could benefit from specificity, however, because people only brought up American or European examples. **Ms. Bobo** and **Mr. Gallo** both said they do not think textbooks even cover other things. **Ms. Rains** highlighted that most of these trends were taking place within Europe anyway. **Mr. Curtis** confirmed with **Mr. Ezell** that this is the first time that students are exposed to modern world history.

**Mr. Barrett** noted W.41, which **Mr. Gallo** reminded **Mr. Barrett** was previously changed in adopting the revisions proposed by the educator team.

**Mr. Barrett** asked the educator team if communism and Mao Zedong are redundant in W.53. **Mr. Carey** replied that it was a different type of communism than Stalin, for instance. **Mr. Gallo** said he thinks that either way is fine, although it is somewhat redundant. **Dr. Krahenbuhl** responded that this was intended to extend beyond just the fall of China.

**ACTION:** **Mr. Gallo** motioned to delete East Germany and Poland from W.58. **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Gallo** asked the educator team about W.58, noting that the uprisings in East Germany and Poland were not unsuccessful. **Ms. Stanish** said that she is not opposed to changing the standard. The committee debated the time frame of this standard and those following soon after.

**Mr. Gallo** asked the educator team if they thought it would be useful to include the names of countries in W.61. **Ms. Stanish** and **Dr. Krahenbuhl** said they didn't think it was necessary. **Mr. Barrett** wondered if there was truly a genocide in Cambodia, as mentioned in W.70. **Mr. Gallo** said that he's actually been reading about this topic a lot lately and he thinks it is debatable, depending on how you define it. **Mr. Wigginton** responded that he is fine with keeping Cambodia, citing the fact that definitions of genocide are different and not limited just to cleansing of ethnic groups.

**ACTION:** **Mr. Carey** motioned to replace "discontent" with "response" in W.72. **Mr. Barrett** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Barrett** expressed confusion over the word "discontent" in W.72 and wondered if that is the best word usage. **Mr. Carey** asked if the word "aggression" would be acceptable, and **Mr. Wigginton** countered with "response". **Mr. Carey** also followed up on **Mr. Barrett's** confusion with questions regarding the "ongoing peace process." **Mr. Roach** said that removing "ongoing" wouldn't change the spirit of the standard.

**ACTION:** **Mr. Carey** motioned to change "newly-industrialized" to "developing" in W.74. **Mr. Curtis** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Barrett** asked the educator team what their intention was with W.74. **Dr. Krahenbuhl** said this was broadened in scope from a current standard, and **Ms. Stanish** added that this standard received an 87% keep rate in the public review. **Mr. Barrett** argued that rapid population growth is occurring in non-industrialized/lesser-developed countries. **Mr. Curtis** said that sociologically, they are still "industrializing" and **Ms. Stanish** said they are also still "developing".

**Mr. Carey** suggested just saying "developing" instead, and **Mr. Barrett** was open to that idea. **Mr. Wigginton** said that "developing" would be consistent with the second half of the standard as well.

**Mr. Barrett** inquired with the educator team regarding W.78. **Ms. Stanish** said that the team thought this was a good opportunity to bring in the geography aspect, in a more integrated way than it currently is. **Mr. Barrett** said he thinks he understands the general idea of where this standard is going, but in looking at the first two examples, he is wondering what teachers will do with that. **Ms. Stanish** said she would teach it exactly like this, as she teaches it in her AP Human Geography class. **Ms. Petko** clarified that this isn't in the current standards. **Mr. Carey** believed that this is almost economics, too. **Ms. Stanish** noted this standard had an 87% keep rate. **Mr. Carey** said that this was 13 out of 14 teachers.

**ACTION:** **Mr. Barrett** motioned to add "south and east" in front of Asian in W.81. **Mr. Gallo** seconded. Following the discussion below, the motion passed unanimously.

**Mr. Barrett** asked whether W.82 is already covered in W.81. **Dr. Krahenbuhl** said that they are intended to flow together. **Mr. Barrett** questioned if W.81 focused on Southeast Asian countries; **Ms. Stanish** confirmed that.

**Mr. Barrett** wondered what the aim of W.84 is. **Dr. Krahenbuhl** replied that it is to discuss the changing landscape of the Middle East area, such as the activity of the Muslim Brotherhood. **Dr. Patterson** reminded the committee that the Persian Gulf War has already been added to this standard, as well. **Mr. Roach** noted that you can still include Middle Eastern ideologies with the context of the standard. **Mr. Barrett** asked if this might be a good place to have a list. **Mr. Roach** said no. **Mr. Carey** wasn't sure about

including a list in the second to the last standard of the course. **Mr. Wigginton** noted that, for the record, the keep rate for this standard was 90%.

**ACTION:** **Mr. Gallo** motioned to add the word “former” in front of Yugoslavia in W.70. **Mr. Curtis** seconded. The motion passed unanimously.

**ACTION:** **Mr. Gallo** motioned to remove the examples in W.79. **Mr. Curtis** seconded. Following the brief discussion below, the motion passed unanimously.

**Mr. Gallo** agreed with a comment from **Mr. Carey** earlier, in that W.79 has too many examples in the standard. **Mr. Curtis** asked what the educator team thought; **Dr. Krahenbuhl** said they were just meant to be examples.

The committee finished their comments on every grade and course.

**Mr. Roach** wrapped up the meeting by asking that the committee members review the proposed draft as soon as they receive it on March 22<sup>nd</sup>. **Mr. Roach** suggested they note their outstanding questions or ideas and send them to **Ms. Cummins** to combine and share with the entire committee and educator team. **Ms. Encalade** asked members to be as specific as possible in their recommendations, since this is the final meeting and the last chance to set the draft.

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