

MINUTES
SOCIAL STUDIES STANDARDS RECOMMENDATION COMMITTEE
MARCH 29, 2017

The Standards Recommendation Committee (SRC) met for its twelfth scheduled meeting at the Tennessee School Boards Association at 8:00 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

8:10 AM

Mr. Jason Roach called the meeting to order. **Mr. Roach** welcomed everyone and asked for the committee to review the agenda.

Ms. Leigh Cummins took roll. All members were present except **Mr. Freddy Curtis** and **Dr. Shannon Duncan**, who were both stuck in traffic but arrived later.

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

ACTION: **Ms. Marsha Rains** moved acceptance. **Mr. Lou Gallo** seconded. The motion passed unanimously.

Mr. Roach asked for a motion to adopt both the March 3, 2017 and March 4, 2017 minutes.

ACTION: **Ms. Rains** moved acceptance. **Ms. Katherine Petko** seconded. The motion passed unanimously.

Mr. Roach noted that there is a great amount of content to get through, but first wanted to introduce a friend of his who is present at the meeting and joined him from Hamblen County.

Mr. Roach reminded the committee that they have already debated and discussed a number of issues, to the point that everyone knows where the committee stands. He said that if the debate is rehashed, he isn't sure what that will accomplish other than cut down on the time for other issues. **Mr. Roach** said that if a motion is not seconded quickly today, then it will be dead and the committee will move on. **Mr. Roach** said it is important that at the end of the day, the statement they put together to go before the State Board of Education is well crafted and thoughtful.

He noted that the educator advisory team leads have been working very hard to revise the standards per these recommendations and asked that they be thinking of certain things to explain to the committee as the meeting goes on. **Mr. Roach** recognized **Ms. Laura Encalade** to go over the day's agenda in brief.

Ms. Encalade first thanked the committee for all their work to this point. She recognized the commitment and unique perspectives that they each brought to the work and acknowledged the volume of time and energy they have put into the process.

Ms. Encalade said that after today, the final recommended standards will be shared with the State Board members for first consideration at the April 21 Board meeting. She noted that between April and July, the Board will continue to take public feedback and communicate with State Board staff regarding additional changes to be made to the standards. The Board will vote again in July, and the textbook committee will pick up the work immediately from there to prepare for implementation for school year 2019-2020.

8:15 AM

Mr. Curtis arrived at the meeting.

Mr. Roach asked quickly if anyone on the committee had a proposal to submit for final edits, per the email sent out from **Ms. Encalade** last week.

Mr. Bill Carey said he somewhat has done that, in a few places where the SRC spent time debating an issue and the educator advisory team leads then did or did not make certain changes.

Mr. Dave Barrett said that he went through the clean copy that was sent out and found a number of editorial changes, which **Dr. Kadie Patterson** asked that he send to herself and **Ms. Cummins**. **Mr. Roach** agreed, saying that this is only in reference to changing specific content within the standards. He said the purpose here is to ideally make changes in big chunks, if at all possible.

Mr. Roach commended the educators for all their work and said that he does not want to undermine their work—by and large, they have done what the SRC asked. He called on them to discuss their process and how they decided to make the changes.

Mr. Scott Ezell replied that he went through the minutes and list of recommendations as he made his edits. He even used a color coding system to ensure he didn't miss anything. He reached out to SRC members for clarification in a few cases in order to be proactive in his edits. He acknowledged that there were a few places where the SRC made suggestions that the educator advisory team leads decided not to make those edits, but largely they made changes directly as recommended and did so with a fine tooth comb.

Ms. Kenecia Sullivan said that is the same process she used, noting that she wanted to take notes and make sure she understood what the SRC wanted and change the content correspondingly. **Ms. Karen Stanish** also did this and acknowledged **Ms. Rains'** help with the Psychology standards.

8:25 AM

Dr. Duncan arrived at the meeting.

Mr. Ezell responded that the educator advisory team leads also worked together to ensure scaffolding and vertical alignment in making these edits. They carefully looked at the verbiage and determined if it was progressive and appropriate.

Mr. Roach asked if any SRC members had questions of the educator advisory team leads. **Ms. Pamela Bobo** clarified recommendations that the SRC voted for that were not necessarily implemented in the revised draft. **Mr. Roach** replied that in numerous cases, the SRC left it up to their judgment and gave the educator advisory team leads authority to make their own decisions. **Ms. Bobo** said that specifically, some of the third grade Tennessee history was to be moved to fourth grade and there was also a standard in fifth grade that was supposed to include some Tennessee history examples. The committee continued to discuss that due to a high volume of motions, it was easy to get confused in the changes. **Ms. Cummins** asked that if committee members find any honest mistakes, to please notify her or the educator advisory team leads of these errors.

Kindergarten – Second Grade Standards

Mr. Carey requested that the committee review the minutes from January 13, 2017, to look through the early grades recommendations from that meeting. **Mr. Curtis** discussed a paper he is writing that he plans to contribute to the official record.

Mr. Barrett asked for clarification on standard 2.15. **Ms. Rains** replied that she would ask her students to draw a compass or tell them to locate the capital of Tennessee based on a legend. **Mr. Barrett** cited 2.16 and asked if “describe” is implied alongside “compare”. **Ms. Rains** responded that she thinks it is, as that content is already covered in first grade—even though teachers will have to instruct on the “describe” side before they can cover the “compare” side. **Mr. Roach** agreed on the scaffolding and the Bloom’s Taxonomy application here. **Ms. Rains** added that teachers have to go back and reteach content with this age group anyway.

Mr. Carey said he is looking through to make sure that everyone’s changes are there. He referenced current standard 1.11, which asks students to find Tennessee, Nashville, and Washington D.C. on a map. He thought it was embarrassing that Memphis is not in the standard, even though it’s the biggest city in the state. **Dr. Duncan** highlighted that this is Tennessee’s place in the United States, and **Mr. Wigginton** said that teachers can go beyond this. **Ms. Rains** reminded **Mr. Carey** that this is first grade. **Dr. Duncan** said the spirit of this standard is to show the parallel between Tennessee having a capital alongside the country having a capital. She asked what can be reasonably expected for students to retain and take forward, which is why they took that additional information out of the standard. **Mr. Carey** said that Memphis is taught right now and that teachers want this included. **Mr. Carey** asked if there is support from anyone to add Memphis and if there isn’t, he said there’s no reason to take a vote. **Ms. Petko** added that this content is in standard 3.13, but **Mr. Carey** said he knows that.

ACTION: **Mr. Barrett** motioned to adopt the clean copy of the K-2 standards. **Mr. Curtis** seconded. The motion passed with nine aye votes and one no vote.

Third Grade Standards

Dr. Duncan revisited what the early grades subcommittee worked on and noted that this draft is out of sync from what they had envisioned in their work. She disliked the flow of this version.

Ms. Petko highlighted the “Road to Statehood” section that had been voted to send to fourth grade. **Mr. Carey** said that yes, this is what the committee voted to do. He noted that the problem he has is an issue like standard 3.26. He says this should be embedded in the American Revolution in fourth grade content and that John Sevier is not taught again after fourth grade.

Mr. Carey reminded **Ms. Rains** that the subcommittee considered this a swap. **Ms. Rains** did have an objection to this and explained how she teaches this at present. She explained that if it is embedded but doesn’t actually connect to U.S. history, then children are confused; but if the students already know the U.S. narrative, then they are able to make a connection. **Mr. Carey** believed that John Sevier was not just a Revolutionary soldier.

Dr. Duncan asked where the “Discovering the New World” standards went, and **Dr. Patterson** showed them around standard 3.18.

Ms. Petko wondered why the standards were put in this order in third grade. She had thought that the new world explorers’ content would lead directly into fourth grade. **Ms. Sullivan** said that the reason she arranged it this way was that she tried to embed the economics into world geography, but it just didn’t fit. She couldn’t figure out a better way to do that. **Ms. Petko** understood that, and **Dr. Duncan** reminded the committee that teachers can teach it in whatever order they want anyway—but that the economics section makes sense at the end.

ACTION: **Ms. Rains** moved to adopt the third grade standards. **Mr. Wigginton** seconded. Following the below discussion and votes on amendments, the motion passed with eight aye votes and two no votes.

Ms. Bobo referred to her notes that said a number of third grade standards should have been moved to the fourth grade. **Ms. Sullivan** explained her rationale for the changes that were made; she noted that the standards are worded directly related to Tennessee. She also said in removing these standards, fourth grade would have 48 standards and third would have 31 standards; second grade would have 32 standards. **Mr. Wigginton** agreed and noted the massive difference in number of standards between grades and highlighted this as an issue of flow.

Mr. Wigginton said that when this move was made he was very concerned about the flow. **Mr. Wigginton** said that what is happening now is the same as the process before that he worked on. The educator advisory teams worked very hard to draft the standards, then another committee came through and reworked it to address their own opinions and agendas, with a misunderstanding of standards vs. curriculum. **Mr. Wigginton** talked about his experience at TCSS, where elementary teachers were concerned that other elementary teachers were not involved in writing these standards. He said that one teacher acknowledged and thanked him for having elementary teachers do this work this time around. **Mr. Wigginton** again noted the

data—that the first time around, social studies had the lowest approval ratings of any subject area; but after the revisions, it had the highest approval ratings of any subject area.

Mr. Wigginton noted the difference in philosophy on how this topic flows; but he highlighted the voices of elementary teachers in the room, like **Ms. Rains** and **Ms. Sullivan**, who said that it gets confused with American history. **Mr. Carey** asked why they don't just un-embed the standards and create a fourth grade course on Tennessee history.

ACTION: As an amendment, **Mr. Barrett** moved reorder the economics section, standards 3.32 – 3.38 and move within third grade to follow standard 3.13. **Ms. Petko** seconded. Following the discussion below, the motion passed.

Mr. Wigginton had further comments and reminded the committee how **Mr. Gallo** often gave his opinion but acknowledged he doesn't teach the content; he noted that there are two elementary teachers in the room that should be heard. **Mr. Curtis** yielded to **Mr. Wigginton** and asked **Mr. Carey** to pause for his turn next. **Mr. Wigginton** asked that they listen to the elementary teachers and consider the flow of the standards through elementary school.

Dr. Duncan clarified that these were not her personal opinions, but rather reflected the opinions of teachers that she had met with. She noted that her teachers liked the content in theory but that they were afraid that some content would take too long to teach adequately—it would fall at the end of the year when they ran out of time. **Mr. Wigginton** asked if **Mr. Barrett's** amendment would address that concern and **Dr. Duncan** said that no, it was the Tennessee history. **Mr. Roach** returned to the meeting after a phone call with a student.

Mr. Carey looked through the number of pages of standards in each elementary grade; he read standard 3.03 and suggested the volume of this standard is huge. He said this could be divided into five standards and said that standard 3.01 could be the same. He noted that standard 3.09 is a massive standard even though the 50 states aren't listed there, even though they should be. **Mr. Carey** reminded **Mr. Wigginton** that he went to numerous roundtables, went to TCSS, and said that they have heard a lot of information from a lot of different people. He said that depending on the grade, they're reducing 30-50% of the standards.

ACTION: As an amendment, **Mr. Carey** motioned to move the "Road to Statehood" section (standards 3.25 – 3.31) to fourth grade. **Ms. Petko** seconded. Following the below discussion, the motion passed with six aye votes and four no votes.

Mr. Wigginton and **Mr. Curtis** asked **Ms. Sullivan** for her rationale about not moving the Tennessee history American Revolution section to fourth grade. She said that standards 3.25 and 3.26 are also in the eighth grade, where the teacher can go more in depth. She said that with these standards, she is not going to refer to these subjects in detail because it is not age-appropriate.

Mr. Ezell said that in eighth grade, you are adding more context to the Lost State of Franklin, and it is just being introduced in third grade. **Mr. Carey** said that they are more likely to remember it if they are taught it in fourth grade to apply it in eighth grade. **Mr. Ezell** said that he doesn't agree because learning this in August of their fourth grade year is not that big of a difference from it being in third grade.

Mr. Carey said that if they keep this in third grade, they will no longer be embedding. **Dr. Duncan** said that as the elementary subcommittee, their foundation was quality over quantity. She said that at the high school level, the students were not coming to them with the foundational knowledge.

Mr. Carey read aloud standard 3.28 and said that the educator advisory team originally had that standard in fourth grade. **Ms. Sullivan** said that the SRC asked the educator advisory team leads to move it to third grade. **Mr. Barrett** said that standard 3.28 does actually flow and gave specific examples with the surrounding standards.

Ms. Rains said that in second grade, the idea of the U.S. Constitution and the Tennessee Constitution are brought up. She read the exact standard to the SRC so that they would hear that the foundational piece for the Constitution is there.

Dr. Duncan added that the Tennessee history portion would fall later in the year in third grade.

Dr. Patterson said that in these standards, for the state teacher training professional development, there are a lot of low-level verbs and gave a few examples of what she would pull out for the professional development. She also reminded the committee that Tennessee teachers are the ones that complete item review for the state testing.

Ms. Rains said that in her world, as an elementary teacher, she worries about what she has taught since August because there has been so much added and the students have trouble remembering all of it. **Ms. Bobo** said that a majority of the SRC agreed to move it to fourth grade and she does not think it is age-appropriate to be in third grade. She said that they will forget it because it is just too complex for third grade.

Mr. Carey asked **Ms. Petko** for her thoughts since she was also on the elementary subcommittee. She said that she is of the mindset that it is time to just vote because they continue to go in circles about this. But, she would prefer to move this section of standards to fourth grade. **Mr. Wigginton** said that if it is the last unit in third grade, it would only be a few weeks until the first unit in fourth grade. **Mr. Roach** asked to bring the motion to a vote.

Mr. Carey asked about standard 3.18 and whether it fits. **Ms. Petko** said that in her professional opinion, it should be left to local districts to determine the order. **Mr. Gallo** said that he believes learning Magellan's name does not hurt in the big picture. **Mr. Carey** agreed with **Mr. Gallo** that the order doesn't matter because the teachers and local districts will determine it. **Mr. Carey** said that he will not bring a motion.

Ms. Rains said that there would be a gap between second and fourth because there is not a government and civics section. The students would not be building with what they had been taught in second. She said that the last three standards in Tennessee history: American Revolution and the Road to Statehood were created at the SRC's request to continue to build on government and civics. **Mr. Carey** said that he is okay with keeping a few of the standards in third grade from the whole section that are not part of the early Tennessee history.

The committee asked **Dr. Patterson** and **Ms. Cummins** to pull up the original motion on the standards to figure out what was added and moved, to clarify.

Dr. Duncan asked for clarification about age-appropriateness and flow based on the grouping. Standard 3.25-3.28 would move to fourth grade and standards 3.29-3.31 would stay in third grade.

ACTION: As an amendment, **Mr. Curtis** motioned to reconsider the last vote and instead vote to move standards 3.25-3.28 to fourth grade. **Ms. Rains** seconded. Following the above discussion, the motion passed with nine aye votes and one no vote.

ACTION: As an amendment, **Mr. Curtis** motioned to rename the section “Economics and Government” for standards 3.29-3.38. **Ms. Rains** seconded. The motion passed unanimously.

ACTION: As an amendment, **Mr. Carey** motioned to move the “Road to Statehood” section (standards 3.25 – 3.31) to fourth grade. **Ms. Petko** seconded. Following the below discussion, the motion passed with six aye votes and four no votes.

ACTION: **Mr. Roach** motioned to end debate and move to fourth grade. **Ms. Rains** seconded. The motion passed with seven aye votes and three no votes.

Fourth Grade Standards

ACTION: **Dr. Duncan** motioned to adopt the fourth grade standards. **Ms. Rains** seconded. Following the below discussion, the motion passed unanimously.

Mr. Carey asked for a reminder if the SRC voted to add Jamestown. **Dr. Patterson** said they did and that it is in the fourth grade standards.

9:45 AM

The committee took a ten minute break.

Mr. Wigginton asked **Mr. Roach** to clarify that the goal is to not re-introduce debate on subjects the committee has already debated and voted on. **Mr. Carey** said that he looked through the minutes and almost everything is in the fourth grade that they voted on but he cannot find Thomas Paine.

Fifth Grade Standards

ACTION: **Ms. Rains** motioned to adopt the fifth grade standards. **Mr. Curtis** seconded. Following the below discussion, the motion passed with nine aye votes and one no vote.

Ms. Petko asked about the discussion the SRC had about the Holocaust standards and where that shows up in the standards. **Dr. Patterson** said it shows up in standard 5.46.

Ms. Bobo asked the committee to correct her if she was wrong because she thought the SRC agreed to include Highlander. **Ms. Petko** said she sees it in eleventh grade but doesn't remember if they said it would include it in fifth grade. **Mr. Wigginton** said this entire section was sent back to the educator advisory team leads and to check the scaffolding with the high school course. **Mr. Wigginton** said he does recall the Highlander discussion.

Dr. Patterson explained the scaffolding to the SRC between the fifth grade and the high school course.

Mr. Carey asked for a point of clarification from the January 27th minutes; he noted there was a motion concerning the Chickasaw Purchase that does not appear in the fourth grade. **Dr. Patterson** responded that it is now in third grade. **Dr. Duncan** said that she remembers the discussion concerning age-appropriateness of the topic. **Mr. Roach** asked **Ms. Sullivan** to clarify. She said that she thought from the discussion that it belonged with the Tennessee geography content because it is geography. **Dr. Patterson** said that there was a recommendation later to have **Ms. Sullivan** consider the entire flow for all of the third and fourth grade. **Mr. Roach** said that motion, which was passed nine-to-one, gave her the authority to consider the flow completely between third and fourth grade.

Mr. Carey said that this was his concern—that they are not going through with a fine tooth comb. **Mr. Roach** said that the committee has gone through these documents that they were given a week ago. The committee was instructed to bring any concerns as a motion today for what is missing. **Mr. Carey** said that he is the only one that caught the Russia/India issue. He asked the SRC members to raise their hands for who had actually read through all the documents.

Ms. Bobo said that she is satisfied with the explanation that **Ms. Sullivan** gave for where the Highlander school appears.

Sixth Grade Standards

ACTION: **Mr. Curtis** motioned to adopt the sixth grade standards. **Ms. Bobo** seconded. Following the below discussion, the motion passed unanimously.

Mr. Barrett said that he is concerned about the wording of the geography standards.

ACTION: As an amendment, **Mr. Barrett** motioned to have all standards at the beginning of each geographical section, to revise the wording to say, "On a map, identify and locate geographical features of historic importance, including...". **Dr. Duncan** seconded. Following the below discussion, **Mr. Barrett** withdrew his motion.

Mr. Barrett said they need just a bit of rewording just to add more clarification. **Mr. Ezell** said he is concerned that it brings more ambiguity rather than clarity to the standards. **Mr. Roach** asked if there was any more discussion on this motion. **Mr. Barrett** asked to withdraw the motion.

Mr. Ezell asked the committee if he could discuss the changes he made to the sixth grade standards. He said that they did keep the Parthenon standard, per the SRC's discussion. He also added the Olympics to standard 6.46. There was discussion about the Christianity standards and he said he decided to include Jesus and Paul and not the apostles. **Mr. Ezell** said that these were just some of the issues from the notes. **Mr. Roach** asked to clarify that he did apply that formula to all major religions. **Mr. Barrett** noted that he also saw the formula applied in high school with standards pertaining to religion.

Seventh Grade Standards

ACTION: **Mr. Barrett** motioned to adopt the seventh grade standards. **Mr. Curtis** seconded. Following the below discussion, the motion passed unanimously.

Mr. Ezell reviewed a few changes based on suggestions from the SRC. He said he did contact **Mr. Gallo** and **Mr. Barrett** with a few of their suggestions to clarify. **Mr. Roach** asked if there were any more questions or discussions before voting to adopt the grade's standards.

Eighth Grade Standards

ACTION: **Mr. Curtis** motioned to adopt the eighth grade standards. **Ms. Bobo** seconded. Following the discussion and amendments below, the motion passed with eight aye votes, one no vote and one committee member passing on the vote.

Mr. Ezell said there is only one thing he wants to point out. In standard 8.37, he added Memphis. The wording of the motion from the SRC said 'possibly' so he did create the standard but did not keep everything. He wanted to bring this to the committee's attention, to make sure this wording is correct.

Mr. Carey thanked **Mr. Ezell** for working with him on these standards. **Mr. Carey** said that according to **Dr. Carrol Van West**, the Watauga Purchase was not a major event as it says it is in standard 8.15. Rather, the Transylvania Purchase is the major event.

ACTION: As an amendment, **Mr. Carey** motioned to delete the Watauga Purchase in standard 8.15 and replace it with the Donelson Party Journey. Following clarification by **Mr. Ezell** and **Ms. Bobo**, **Mr. Carey** amended his motion to instead replace Watauga Purchase with the Transylvania Purchase. **Ms. Petko** seconded. The motion passed with nine aye votes and one pass.

Mr. Ezell said that this content is out of his area of expertise, but he believed standard 8.22 addresses the Donelson Party. **Ms. Bobo** concurred about standard 8.22. She explained to the committee what was important about standard 8.15. She said that the Transylvania Purchase is much more appropriate and she is in favor of that change.

ACTION: As an amendment, **Mr. Curtis** motioned to amend standard 8.68 to read, "Explain the significance of major events, battles, and leaders of the Eastern and Western theatres during the U.S. Civil War, including..." **Mr. Carey** seconded. Following the below discussion, the motion failed with four aye votes, five no votes, and one pass.

Mr. Curtis said he is agreeable to a friendly revision. **Mr. Gallo** said that he believed that they wanted to keep the bullets to clarify the standard for assessment purposes. **Mr. Carey** said he voted no originally, because the list did not include Tennessee battles. He said that he thinks they can assume that the eighth grade teachers will have more freedom. He said the reality is if it is more open, then the teachers in Chattanooga can teach what is relevant for them (for example).

Mr. Ezell said that this was by far the most contentious discussion by the eighth grade teachers this summer. He said that there are two trains of thought: 1) that you cannot understand the Civil War without these battles already listed in standard 8.68 and 2) you can teach without the specified list because other battles are more important. **Mr. Ezell** noted that after all of the contentious discussion this summer, it is key to understand what major battles were important to the Civil War.

Mr. Wigginton said as much as he hates it, he wants to remain consistent with the bullet points. **Mr. Carey** said that the standards are missing the most important Tennessee battle, the battle of Fort Donelson. **Mr. Ezell** said with all respect, that is an opinion and while **Mr. Carey** may be right, other teachers also had different opinions on the most important battle in Tennessee. **Dr. Duncan** said that if they are going to choose to embed Tennessee specific standards, then they need to include the Tennessee battles. **Dr. Patterson** responded that there are Tennessee battles and people in the standard.

Mr. Gallo said that he understood what **Mr. Curtis** and **Mr. Carey** are saying and he didn't like the list, but the list is important for teachers for assessment purposes. He asked **Mr. Carey** if all of those battles (that a vague standard would open it up to) are important to be assessed.

Mr. Wigginton asked for more clarity from **Mr. Curtis** regarding what he is thinking with this motion. **Mr. Curtis** said he understood why the educators decided what they did over the summer, but he has analyzed the minutes and the news reports, and feels that the committee must allow room for Stones River or Fort Henry, etc. **Mr. Curtis** said he will not have a follow-up motion to add in these battles if this motion passes. **Mr. Curtis** said that if the battles would be in the supplementary document, he would feel okay, but that there is no assurance of that because it has not yet been created.

Dr. Duncan said she would like to see a Tennessee specific list. **Mr. Gallo** said that he doesn't mind adding more to the list but wondered what the significant battles are. **Mr. Carey** suggested adding a new standard to address Tennessee battles that does not have a list. **Ms. Petko** said that the only thing holding her back is making it clear to educators that every student has learned about X battle, instead of it being open-ended.

African-American History Standards

Mr. Roach said the committee would not discuss world geography yet because an educator team member would be joining the group later for that discussion. He passed out the letter from Senate Majority Leader Mark Norris. **Dr. Patterson** told the committee that there is plenty of opportunity within the standards to comply with the law mentioned in Sen. Norris's letter.

Mr. Roach asked **Dr. Patterson** about whether legislators have had access to these drafts. **Mr. Roach** then asked the question to **Mr. Nathan James**, since the SRC has received letters about the drafts. **Mr. James** said that the Board has not been sending each of the drafts, but rather have been making it known that the standards are still a work in progress.

Mr. Roach noted that he has called the offices of the legislators that sent letters, but they have not reached back out to him. **Mr. James** explained that the SRC is its own entity and that how they respond is up to them. **Dr. Sara Morrison** suggested that the SRC may want to follow up with each legislator in writing.

ACTION: **Ms. Petko** motioned to adopt the African-American history standards. **Ms. Rains** seconded. Following the discussion and amendments below, the motion passed unanimously.

Mr. Curtis asked if there is any discussion from the educator advisory team lead. **Ms. Karen Stanish** said that they followed the SRC's recommendations in the revisions of this course.

ACTION: As an amendment, **Mr. Barrett** motioned to amend AAH.04 to read, "Explain why the Middle Passage is considered to be one of the largest forced migrations in human history." **Ms. Bobo** seconded. The motion passed unanimously.

Mr. Carey asked the SRC if there was anything they asked for so he can double check to make sure they are in the standards. **Dr. Patterson** said the six motions do all appear in the standards.

ACTION: As an amendment, **Ms. Bobo** motioned to amend standard AAH.06 to read, "Describe the varied experiences of free blacks in colonial America." **Mr. Gallo** seconded. The motion passed unanimously.

Mr. Curtis asked if there was anything more to add to this high school course. He said that the social studies practices at the beginning of the standards document are very important in high school. Educators can use that to clarify any standard if they are confused.

ACTION: As an amendment, **Mr. Barrett** motioned to change the word "development" in standard AAH.25 to "progress". **Ms. Petko** seconded. The motion passed unanimously.

Ancient History Standards

ACTION: **Mr. Curtis** motioned to adopt the Ancient History standards. **Ms. Rains** seconded. Following the discussion and amendment below, the motion passed unanimously.

ACTION: As an amendment, **Mr. Gallo** motioned to delete “Byzantine Empire” from standard AH.34. **Mr. Curtis** seconded. The motion passed unanimously.

Contemporary Issues Standards

ACTION: **Ms. Rains** motioned to adopt the Contemporary Issues standards. **Ms. Petko** seconded. Following the discussion below, the motion passed unanimously.

Mr. Carey asked if there were changes in here that the SRC asked for. **Ms. Stanish** said that everything has been addressed and revised pertaining to what the SRC asked for. **Mr. Barrett** said he is good with the revisions. **Dr. Patterson** said that there were seven recommendations in this section that have been revised.

Economics Standards

ACTION: **Ms. Rains** motioned to adopt the Economics standards. **Dr. Duncan** seconded. **Mr. Roach** asked for any discussion. The motion passed unanimously.

Psychology Standards

ACTION: **Ms. Petko** motioned to adopt the Psychology standards. **Mr. Barrett** seconded. Following the discussion below, the motion passed unanimously.

Mr. Barrett noted that **Ms. Rains** agreed to use a lot of her professional expertise to look through these standards and worked with the high school educator advisory team leads. He commended her for all of her hard work.

Sociology Standards

ACTION: **Mr. Curtis** motioned to adopt the Sociology standards. **Mr. Wigginton** seconded. Following the discussion and amendment below, the motion passed unanimously.

Ms. Stanish said that the wording in one of the SRC’s motions concerning the deviance standard was confusing, so she contacted Mr. Curtis for his professional expertise. **Mr. Curtis** said that they just made it more local rather than global and helped with the wording.

ACTION: As an amendment, **Mr. Barrett** motioned to revise standard S.17 to read, “...after historical changes, e.g...” The e.g. part of the standard would include

globalization, the internet age, countercultures, and social movements. The motion failed with a lack of second.

Tennessee History Standards

ACTION: **Ms. Petko** motioned to adopt the Tennessee history standards. **Ms. Rains** seconded. Following the discussion and amendments below, the motion passed unanimously.

Mr. Curtis said that he wants to point out that a standard in this course addresses the Tennessee battles. However, it is an elective course, not a requirement. **Ms. Petko** said that this standard is a great standard to use as a reference for any eighth grade teachers. **Mr. Curtis** said that it might be good guidance in the supplemental document to point teachers toward the high school standards in this course.

ACTION: As an amendment, **Mr. Wigginton** motioned to add a standard concerning the importance of the Cold Creek Wars. **Mr. Barrett** seconded. Following the discussion below, the motion passed unanimously.

Mr. Roach asked for the exact wording of the standard. **Dr. Patterson** also asked for the placement for the standard. **Mr. Wigginton** deferred to other experts in the room. **Mr. Carey** offered, "Describe the events that led to the Coal Creek Wars in Anderson and the surrounding counties over the state of Tennessee's decision to replace coal miners with prisoners." **Mr. Carey** also suggested it would fit between standards TN.38 and TN.40. The committee agreed with the wording.

ACTION: As an amendment, **Mr. Curtis** motioned to add a standard that reads, "Describe the New Madrid Earthquakes of 1811-1812 and the effects it had on the land and the culture of Tennessee." **Ms. Petko** seconded. The motion passed unanimously.

Government and Civics Standards

ACTION: **Ms. Rains** motioned to adopt the Government and Civics standards. **Ms. Bobo** seconded. Following the discussion and amendment below, the motion passed unanimously.

ACTION: As an amendment, **Mr. Curtis** motioned to revise standard GC.35 to read, "Explain the requirements to be considered a natural born citizen, and the process of naturalization, including the knowledge required by the Naturalization Test..." **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

The SRC asked for clarification from **Mr. Curtis** because they were confused about the wording in his revision. **Mr. Gallo** asked if they could change the wording of "requirements of naturalized

citizens". **Ms. Stanish** and **Dr. Patterson** noted that the test is actually called the Naturalization Test, not the Civics Test.

12:00 PM

The committee paused for lunch.

12:45 PM

The committee resumed meeting.

U.S. History Standards

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

ACTION: As an amendment, **Mr. Barrett** motioned to revise standard US.11 to read, "...Gompers), the unjust use of prison labor (e.g., Coal Creek Labor Saga), and the responses,..." **Mr. Wigginton** seconded. Following the discussion below, the motion passed unanimously.

Mr. Wigginton said this seems consistent with the way the standard is written and does keep all of the content there.

ACTION: As an amendment, **Ms. Bobo** motioned to revise standard US.15 to include the 19th Amendment. **Dr. Duncan** seconded. **Ms. Bobo** withdrew this motion after a brief discussion about the 19th Amendment and the other standards in the course.

ACTION: As an amendment, **Mr. Gallo** motioned to amend standard US.31 by removing "the popularity of labor saving appliances." **Ms. Petko** seconded. Following the discussion below, the motion passed with nine aye votes and one pass vote.

Mr. Carey said that this standard addresses the 1920s. **Mr. Gallo** replied that appliances didn't become part of mainstream culture until the 1950s. However, he noted that the most important appliances in this time period, such as the automobile, are already mentioned.

ACTION: As an amendment, **Mr. Gallo** motioned to amend standard US.60 to read, "Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift." **Ms. Petko** seconded. Following the discussion below, the motion passed unanimously.

Mr. Roach asked for any relevant discussion on this motion. **Dr. Patterson** asked for clarification in the wording.

ACTION: As an amendment, **Mr. Gallo** motioned to revise standard US.61 to change “Julian” to “Julius”. However, **Mr. Gallo** withdrew his motion because this is an editorial change and will be revised in the standards.

ACTION: As an amendment, **Mr. Gallo** motioned to add a standard after US.62 to read, “Explain Cold War policies during the Eisenhower administration, including brinksmanship and ‘peaceful coexistence’.” **Dr. Duncan** seconded. The motion passed with nine aye votes and one pass vote.

ACTION: As an amendment, **Mr. Gallo** motioned to delete the word “brinkmanship” from standard US.64. **Mr. Curtis** seconded. The motion passed with nine aye votes and one pass vote.

ACTION: As an amendment, **Mr. Gallo** motioned to amend standard US.80 to read, “Civil Rights Act of 1968 (e.g., Fair Housing Act).” **Mr. Gallo** seconded. Following the discussion below, the motion passed with nine aye votes and one pass vote.

Mr. Carey asked if this is important because he only knows the other Civil Rights Act. **Mr. Wigginton** said he agrees with **Mr. Carey** and wonders if it is necessary. **Ms. Bobo** said she thinks it has to do with Title IX. **Mr. Carey** said that at the very least the committee needs to replace it with the Fair Housing Act because that is how the Civil Rights Act of 1968 is actually known. **Mr. Wigginton** said it is a landmark and is important.

ACTION: As an amendment, **Mr. Carey** motioned to revise standard US.73 to include, “...the hotel industry (e.g., Holiday Inn).” **Ms. Bobo** seconded. Following the discussion below, the motion failed with one aye vote, five no votes, and four pass votes.

Mr. Carey said standard US.73 doesn’t mention any specifics. **Mr. Curtis** said that this is a point that could be added to the supplemental document. **Ms. Petko** said that the Holiday Inn was in the old standards, not the current standards. **Ms. Petko** said that they can probably go without it. **Mr. Curtis** asked for any other discussion.

Mr. Carey said that he has no doubt that he could trust **Ms. Stanish** with his own child, but he wants to make sure that all concerns were addressed in this document. **Mr. Carey** said that after the previous two hours of discussion about standard US.79, he wanted to make sure that the SRC was comfortable with just the events listed but no names.

Mr. Carey said that the committee is married to embedding so they need to make sure that they are doing it.

ACTION: As an amendment, **Mr. Carey** motioned to add Anne Dudley to standard US.18. **Ms. Bobo** seconded. The motion passed with six aye votes and four no votes.

World History Standards

ACTION: **Ms. Rains** motioned to adopt the World History standards. **Ms. Petko** seconded. Following the discussion and amendments below, the motion passed with eight aye votes, one no vote, and one pass vote.

ACTION: As an amendment, **Mr. Gallo** motioned to revise standard W.28 to read, "Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world." **Ms. Petko** seconded. The motion passed with eight aye votes and two pass votes.

ACTION: As an amendment, **Mr. Gallo** motioned to revise standard W.32 to read, "Analyze the importance of geographic factors in military decision making, determine the principal theaters and the significance of major battles (e.g. Battles of the Marne, Verdun, the Somme, etc.)." **Mr. Carey** seconded. Following the discussion below, the motion passed unanimously.

Mr. Gallo said the way it is worded currently makes it sound like these battles are more important than they actually were in the war. **Mr. Carey** asked whether these are the correct three major battles from World War I. **Mr. Gallo** said that these are the three standard ones, but the battle with the first use of chemical weapons can be addressed in the preceding standard.

Mr. Carey and **Mr. Gallo** discussed a possible standard to address the ending of World War I. **Mr. Carey** proposed a potential wording. **Mr. Gallo** said he understands what he is getting at but doesn't want that much detail. He points the committee to standard W.37 where there is detail.

ACTION: As an amendment, **Mr. Carey** motioned to revise standard W.33 to read, "...World War I, and explain the events that led the German surrender on November 11, 1918." **Dr. Duncan** seconded. The motion failed with one aye vote, four no votes, and five pass votes.

Mr. Wigginton asked **Mr. Gallo's** opinion since he is the expert. **Ms. Stanish** said that as a high school teacher, it is a little superfluous. **Ms. Ashley Flood** said she is confident, as a high school teacher, that every teacher does teach when the war ended.

World Geography Standards

Mr. Roach asked to go into recess to let **Ms. Flood** discuss the approach for the educator advisory team's World Geography course proposal. **Ms. Flood** gave a description of the thought process behind the World Geography revisions. She said that some of the edits were made based on public feedback as well as the team's content expertise. A few examples she provided included the committee taking some standards from third grade and scaffolding to add them to this high school course. She noted that the educator advisory team kept in mind that this is an elective course and only taught in one semester, so they wanted to delete redundancies to make sure that it was a manageable amount of content.

Mr. Roach asked the SRC if they had any questions for **Ms. Flood**. **Ms. Petko** asked how much similarity or overlap exists between this course and AP Human Geography. **Ms. Flood** said that there is a tiny bit of overlap, but not very much.

Mr. Carey said that the numbers right now stand at a really small number of students taking this course. **Ms. Flood** said that she does not think it is by lack of interest of students, but rather that there are so many graduation requirements that most students just don't have the time in their schedule to take this course.

Ms. Petko asked about the teacher licensing requirements for this course. **Dr. Patterson** said that it has been fixed and explained the specific course requirement to allow teachers to teach this course.

Dr. Duncan asked about the idea to separate out the physical aspects within the physical geography unit. **Ms. Flood** explained that it made it more manageable. **Dr. Duncan** said she has taught some of this in her content area but combined the culture, physical location, etc. and she cannot imagine teaching them separately. **Ms. Flood** said that if you look at standard WG.20 in the educator's proposal, it does hint that combining is important.

Ms. Petko said that she has heard from so many teachers across grade levels that students do not know where things are on a map. **Dr. Duncan** said she sees this because students learn the information but cannot apply it out of context.

Mr. Barrett was then given the floor to explain his World Geography proposal. He said that he used some of the higher education feedback from the roundtables, noting there are things that are lacking in the current World Geography proposal. He said he has a huge concern that there was a noticeable lack of physical geography in the educator advisory team's proposal. He said that he believes any of the topics that were addressed in the educator advisory team's proposal are addressed in his proposal but with more specificity. **Mr. Barrett** believed that the fact that the Tennessee Board of Regents recognizes a World Geography course as perfectly acceptable is important as well. They accept Human Geography and World Regional Geography as either option. He said he did recognize the value of the first twenty standards from the educator advisory team standards. He just believes that the application of them with better guidance for teachers is easier for teachers to accomplish and LEAs, parents, and students to understand. His proposal does not restrict any teacher from going beyond what is asked for in those standards. **Mr. Barrett** said he included higher education course codes in an email to the SRC to highlight the standards that are similar to several of the course requirements in Tennessee's higher education institutions.

Mr. Gallo asked if it was possible to have two separate courses – one that is Human Geography and one that is Physical Geography. **Dr. Patterson** said that has been discussed. **Ms. Encalade** explained the process of creating a new course that would go before the State Board of Education.

ACTION: As an amendment, **Mr. Gallo** motioned to create two separate geography high school elective courses. One would be Human and Cultural Geography and the other would be World Regional Geography. **Ms. Rains** seconded. The motion failed with three aye votes, five no votes, and two pass votes.

Mr. Gallo noted that he likes aspects of both courses and that this would give students more options for college. It would also allow local control because school districts could decide which one to offer based on resources, student interest, etc. **Mr. Carey** said that only 2500 students take the World Geography course currently and he named off a few other elective courses. **Ms. Petko** said that there is a high demand in the Knoxville school district for more AP courses. **Ms. Flood** said she wanted to clarify that the educator advisory team's proposal is most similar to the world geography standards that are currently taught. The focus of the thematic approach is to draw interest and go deeper on global issues within those themes.

ACTION: **Mr. Roach** asked for a roll call vote to decide on the World Geography proposal.

Name	Mr. Barrett's Proposal	Educator Advisory Team Proposal
Dr. David Barrett	X	
Ms. Pamela Bobo	X	
Mr. Bill Carey		X
Mr. William Freddy Curtis		X
Dr. Shannon Duncan		X
Mr. Louis Gallo		X
Ms. Katherine Petko	X	
Ms. Marsha Rains		X
Mr. Jason Roach		X
Mr. Todd Wigginton		X

The educator advisory team's World Geography proposed standards passed with 7 ayes and 3 nays.

2:10 PM

Mr. Wigginton had to leave the meeting early, but joined via a conference call line for the remainder of the meeting.

Mr. Roach asked for any edits to be made to the educator advisory team's proposal; if not the roll call vote would stand as-is to approve those standards. **Dr. Duncan** asked for clarification from **Ms. Flood** in regards to standard WG.20. **Dr. Duncan** said she likes the interrelatedness of the components in standard WG.20. **Dr. Duncan** and **Ms. Flood** worked together to craft a potential revision to the standards.

ACTION: **Dr. Duncan** motioned to amend standard WG.20 to read, "Explain how physical geography and economic practices shape the cultural landscapes of various regions." **Ms. Rains** seconded. The motion passed with seven aye votes and three pass votes.

Mr. Roach told the SRC that he appreciates all of the work that has been put into this process. He thanked the educator advisory team leads who worked five times as hard as the SRC members. **Mr. Curtis** offered a resolution to publically thank the State Board of Education for facilitating the Standards Recommendation Committee's work with fidelity.

2:20 PM

Ms. Encalade discussed that previous SRCs have crafted a statement concerning the key aspects of the review to present to the State Board, but also noted that it is not a necessity. **Mr. Carey** asked when the State Board would get these documents. **Ms. Encalade** explained the timeline of the documents getting to the State Board prior to their quarterly meeting in April.

Ms. Petko asked whether the Board has the authority to make changes to this document once they have received it. **Ms. Encalade** explained that they do have the authority to make changes, especially because it goes through two readings.

Mr. Carey noted that five years ago, there was a lot of talk concerning geography standards at the State Board. **Ms. Encalade** said the Tennessee Geographic Alliance presented at that time.

Mr. Roach offered to create a statement and send it to the rest of the committee before his presentation. Or, he suggested that the SRC could work to create a statement to finish out their meeting. **Ms. Petko** said she trusts **Mr. Roach** to present fairly but doesn't want to create unnecessary work for him.

The committee decided to not draft the statement, but did decide to work on a response to the legislators who contacted the committee recently concerning the standards work.

The SRC spent time drafting the response to send to specific legislators as well as the General Assembly leadership. After many edits, the SRC read the letter out loud.

ACTION: **Ms. Roach** motioned to approve the letter. **Mr. Gallo** seconded. The motion passed with seven aye votes and three pass votes.

Mr. Carey said that he does not intend to cause trouble, but he would not be signing the letter. He said that he will most likely draft a minority opinion. He has voiced his concerns since July and said he has been nervous throughout this process. He said it is best that all of this gets aired out now rather than four years from now. He added that he does not feel like the process is done and they haven't taken enough time. **Mr. Carey** said many elected officials he has spoken to are shocked because they were not aware that a major rewrite was occurring.

Dr. Duncan asked for him to at least include words like "streamlined" and "reduced redundancies". **Mr. Carey** decided that he would sign the SRC's letter to the General Assembly.

Mr. Roach said that while they may disagree on the fundamental role of standards, he understands his love of Tennessee history and he supports **Mr. Carey's** right to respectfully disagree.

Mr. Carey said that **Mr. Wigginton** knows how he feels, but he is still alarmed that **Mr. Wigginton** was on both sides of the process, since he also worked on the educator advisory teams. **Ms. Petko** said, after speaking with her boss who was involved in the revision process last time, she was proud of the work they did while also recognizing it wasn't perfect. **Ms. Rains** said that she feels similarly. This process will never be perfect, but she believes the SRC members have created something that is very workable for Tennessee teachers and students

Mr. Roach adjourned the meeting and thanked all of the SRC members.